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ABSTRACT

This report presents supplementary findings fc research on reading achievement differences among minority and white students in a desegregating school district, Cleveland, Ohio. The report focuses on elementary school students, and the findings parallel those of a previous report on secondary school students. Information presented includes: (1) comparisons of reading achievement, suspension rates, corporal punishment rates, and nonpromotion ratios among black and white students in schools with high versus schools with low minority-white reading achievement discrepancies; (2) comparisons of students' pretest to posttest achievement gain scores in schools with low minority-white gain score discrepancies; (3) a model that identifies predictors of reading comprehension achievement and suggests that the school's social process factors are more causally related to the academic growth of minorities than of whites; (4) the finding that poverty status is significantly correlated with student achievement; and (5) comparisons of background characteristics and experiences (using data from 1968 to 1981) of students with high scores versus those with low scores on a 1981 standardized reading test. The report suggests that high academic achievement in the upper grades is a predictable outcome of both developmental factors and effective classroom methods. Tables of data are included. (Author/MJL)

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A STUDY OF DISCREPANT READING ACHIEVEMENT OF MINORITY AND WHITE STUDENTS IN A DESEGREGATING SCHOOL DISTRICT: ADDITIONAL FINDINGS

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A STUDY OF DISCREPANT READING ACHIEVEMENT OF MINORITY AND WHITE STUDENTS IN A DESEGREGATING SCHOOL DISTRICT: ADDITIONAL FINDINGS

This report contains additional findings for prior research: "A Study of Discrepant Reading Achievement of Minority and White Students in a Desegregating School District" (Zafirau and Fleming, 1982). That prior research report analyzed secondary school data using a series of t-tests to test for significant differences betwen the high and low discrepant schools. This supplementary report section presents parallel findings for eighty-eight elementary schools for the same 1980-81 school year.

High and low discrepant elementary schools were compared in terms of nineteen selected school variables, including: average poverty rate of students attending school, school's racial composition, average daily membership, average daily attendance rate, suspension rate, corporal punishment rate, teacher absence rate, reading comprehension measures (school average NCE post-test and gain scores by total and racial groups), non-promote rates (by total and racial groups), and age advancement rate. The trends reflected in these findings are similar to those found for the parallel analyses done with the secondary data. (See Appendix A for greater statistical detail.)

In the original research report, predictive models were developed for predicting both the average reading comprehension post-test score and the average reading comprehension gain score for an elementary school based on sets of input, process and outcome variables. Some of the findings for the elementary schools were similar to those derived for secondary schools; but some interesting differences were found, too. (See Appendix B for greater statistical detail.)

Finally, analyses were done on longitudinal data of students recently scoring both nigh and low in reading comprehension to to compare and contrast differences in their educational and developmental background.

Phase Two Additional Findings

The data for these additional Phase Two findings were drawn from eighty-eight elementary schools. These data were analyzed using a series of t-tests to test for significant difference between the high and low discrepant schools in terms of twenty variables.

The unit of analysis for determining descrepancy was the CTBS Reading Comprehension NCE score. A gain score for each student was also derived by subtracting the pre-test score from the post-test score. The eighty-eight elementary schools were ranked with respect to the extent of school-wide minority to white differences in terms of both average CTBS Reading Comprehension NCE post-test scores for each group and average CTBS Reading Comprehension NCE gain scores for each group. Since thirty-seven of the elementary schools did not have pre-test data, gain scores were computable for only fifty-one of the eighty-eight elementary schools. The 25 percent of the elementary schools (22 for the post-test score rankings and 13 for gain score rankings) displaying the greatest reading comprehension discrepancy between white and minority students were contrasted with the 25 percent of the elementary schools (22 for the post-test score rankings and 13 for the gain score rankings) displaying the least amount of white/minority student discrepany. The top and bottom 25 percent of the schools were contrasted in terms of such school climate indicators as: average poverty rate (percent receiving free lunch), average daily attendance rate, suspension rate, rate of corporal punishment, percent of white contrasted to minority students in the school, several types of nonpromote rates, the age advancement rate, size of school (average daily membership), and teacher absence rate.

The analyses were as interesting in what they did not show as significantly different between the top and bottom schools in terms of minority to white reading comprehension discrepancy as in what they did show as significantly

different. In terms of the post-test only based disparity rankings, the top 25 percent were significantly different from the bottom schools with respect to seven (both reading comprehension-based) of the nineteen variables investigated. The post-test reading comprehension scores for the white students in the least discrepant schools were significantly lower than in most discrepant schools ($p < .001$, 46.48 vs. 52.72 average NCE). However, the average post-test reading comprehension score for minority students in the least discrepant schools was higher than in the most discrepant schools ($p = .076$, 47.54 vs. 44.83). The overall average reading comprehension post-test scores for all students in the least discrepant schools was not significantly higher than that for all students in the most discrepant schools (47.28 vs. 46.73; $p=.705$). Thus, the lesser minority to white reading disparity in the least discrepant schools is due to both a lesser average reading comprehension score for white students as well as a greater average reading comprehension score for minority students. (See Appendix A for greater statistical detail.)

The average suspension rate in the most discrepant schools was over four times that in the least discrepant schools (6.16% vs. 1.45%; $p=.005$). The nonpromote to promote ratio for both black students (.116 vs. .044; $p=.0001$) and non-black, other students (.199 vs. .044; $p=.0001$) was <u>greater</u> in the least discrepant schools, than in the most discrepant schools! However, there are proportionately about twice as many non-promoted black students in the most discrepant schools as there are in the least discrepant schools, in terms of reading comprehension black to white student discrepancy in the schools. (See Appendix A for greater statistical detail .)

The second series of comparisons were based on the discrepancy (difference) between the average minority and average white reading comprehension gain score, a difference/discrepancy score computed for each elementary school. These descrepancy scores were computed by subtracting the average white student

gain score from the average minority student gain score within each school. The fifty-one elementary schools for whom gain score based discrepancy scores could be computed were ranked, and the 25% (13) of the elementary schools with the most positive (or least negative) discrepancy score were contrasted with the 25% (13) of the elementary schools with the most negative discrepancy score. These least and high discrepant schools were contrasted in terms of nineteen variables. These least discrepant schools differed significantly ($p < .05$) from the most discrepant schools only in terms of one variable. The average gain score for white students in the least discrepant elementary schools was significantly less (actually negative) than in the most discrepant schools (-1.7 NCE vs. +3.41 NCE). Although not statistically significant ($p < .05$), the direction of the difference changed for minority students. The average gain score for minority students in the least discrepant schools was positive, while it was negative in the most discrepant schools (+1.12 NCE vs. -1.22 NCE; two-tailed p=.082). However, the average overall gain score for all students was virtually the same (and next to nothing) for both the least and the most discrepant elementary schools (+.44 NCE vs. -.06 NCE; two-tailed p=.679). Thus it can be seen that in both the least and in the most discrepant schools the positive average gains of one racial group is offset by the negative average gains of the other! Related to this is the finding that the average reading comprehension post-test score for minority students in the least discrepant elementary schools is higher than in the most discrepant schools (45.40 NCE vs. 42.07 NCE; two tailed p=.058). Finally, the average corporal punishment rate in the most discrepant schools is over five times that in the least discrepant schools (11.0% vs. 2.1%). However, this is not uniformly so, as the variance for the most discrepant schools is very large (s.d. equals 19.3% vs. 3.9% for the least discrepant schools; F value two-tailed p=.0001). This suggests greater unpredictability for the most discrepant schools with respect to the corporal punishment rate. (See Appendix B for greater statistical detail.)

Phase Three Additional Findings

The second part of Phase Three of the original study pertains to developing a predictive model for reading comprehension achievement, using a predictor (independent variable) list similar to that used with the secondary schools. Stepwise multiple regression was employed to develop a predictive model for both a school's average reading comprehension post-test score and a school's average reading comprehension gain score. A multiple regression coefficent of .700 (explaining 49.0% of the variance) was achieved for predicting an elementary school's average reading comprehension post-test score. The variables (and the R square change they caused--the increase in total explained variance they contribute), in the decreasing order of their sequential importance, are as follows: school poverty index as indicated by the percent of all students eating a free lunch (24.4%), percent of all students that are non-promoted (13.6%), student average daily attendance rate (7.9%), student suspension rate for all reasons (2.0%), percent of non-black students in school (.9%), and teacher absence rate (.2%). These results are very similar to those obtained for the secondary schools. The total explained variance is nearly identical. The rank order of importance of the independent variables in predicting post-test reading comprehension achievement is similar. Every predictor variable for elementary school data except one is within one rank position of what it was for the secondary school data. The most deviant predictor variable in terms of its rank position is the percent of non-black (primarily white) students in the school. That variable was of third most importance in predicting reading comprehension success at the secondary level (contributing a total of 1.7% of unique explained variance to the predictive model), while it slipped to a second from last in importance (explaining .9% of reading comprehension variance) in the elementary school predictive equation. Table 1 presents greater statistical

detail for this elementary school predictive equation for reading comprehension achievement, utilizing the six predictor variables listed above.

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Insert Table 1 here
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Because the non-promote rate in a school could be considered a consequence of a final end-of-year reading achievement level (or best concurrent with it), a second multiple regression equation was developed excluding the non-promote rate variable. The multiple regression coefficient derived for predicting post-test reading comprehension from these five solely antecedent (although not necessarily controlable) variables was .619, yielding a total explained variance of 38.4 percent. The variables (and their contribution to total explained variance) as entered into the stepwise multiple regression equation are as follows: poverty rate of students in school as measured by the percent of those eating a free lunch during 1980-81 (24.4%), school suspension rate for all reasons (6.8%), average daily attendance rate (5.3%), percent of non-black students in school (1.2%), and teacher absence rate (.6%). (See Table 2 for more statistical detail.) This total explained variance of 38.4% compares with the 44.2% found for the secondary schools.

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Insert Table 2 here
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School average reading comprehension gain scores (post-test NCE minus pre-test NCE) were predicted using the same complete initial set of predictor variables and stepwise multiple regression analysis as in the first instance. A multiple regression coefficient of .379 (total explained variance equaling 14.4%) was achieved from the set of six predictor variables. The variables (and their contribution to explained variance) as entered into the stepwise

multiple regression equation are as follows: poverty rate of students in school as measured by the percent of those eating a free lunch during 1980-81 (3.6%), percent of non-black students in school (3.0%), percent of total students that were non-promotes (1.7%), student suspension rate for all reasons (2.5%), teacher absence rate (2.1%), and average daily attendance rate (1.6%). (See Table 3 for additional statistical detail). This total explained variance of 14.4% contrasts with the much greater 44.2% found for the secondary schools.

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Insert Table 3 here
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Because the non-promote rate in a school could be considered a consequence of a full year reading achievement as measured by the gain score (or at best concurrent with it), a second multiple regression equation to predict the average gain score was developed which excluded the non-promote rate variable. The multiple regression coefficient derived for predicting a full year reading comprehension gain score from these five antecedent (although not necessarily controlable) variables was .325, yielding a total explained variance of only 10.6 percent. The variables (and their contribution to total explained variance) as entered into the stepwise multiple regression equation are as follows: school poverty rate as indicated by the percent of students eating a free lunch (3.6%), percent of non-black students in school (3.0%), suspension rate for all reasons (1.4%), average daily attendance rate (1.4%), and teachers absence rate (1.1%). (See Table 4 for more statistical detail.)

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Insert Table 4 here
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The preceding analyses replicated--for the elementary schools--those analyses done before using secondary school data. In summary of this series of

analyses, it was found that very similar predictive equations (both in terms of the rank ordered importance of the predictor variables and in terms of the total explained variance) were found for both elementary and secondary schools for predicting (end-of-year) reading comprehension post-test scores. In contrast, the total explained variance achieved in similarly predicting full year reading comprehension gain scores was greatly different for elementary (14.4%) and secondary (44.2%) schools. The most important variable in predicting the school-wide average reading comprehension gain score was poverty rate, as measured by the proportion of students receiving free lunch.

In addition to these replicated findings several additional elementary school predictor variables were added to the equation: school size (average daily membership), corporal punishment rate, and age advancement (social promotion)rate. Subsequently, additional analyses were done for predicting the schools' reading comprehension post and gain scores--separately for total, black and non-black student groups within the schools. The predictor variables were entered into the predictive equation in developmental/time-sequenced group order: a) 1980-81 school givens/input variables (school size, poverty rate and racial composition of school); b) school year process indicators (attendance rate, suspension rate, corporal punishment rate, and teacher absence rate); and c) school outcome / output indicators (school's non-promotion and social promotion rates).

In predicting the school-wide average reading comprehension post-test score for all students the set of 1980-81 school year input variables explained 28.2% of the variance (poverty rate explained 24.4%; percent of non-black students explained an additional 3.7%; and the school's average daily membership explained a trace amount of .04 additional explained variance). When school year process variables were added to these input variables, total explained variance was raised to 40.1% in the following increments: school suspension

rate, 6.2%; average daily attendance rate, 3.3%; corporal punishment rate, 1.9%, and teacher absence rate, .5%. Lastly, two outcome variables were added, bringing the final multiple regression coefficient to .709, and the total explained variance to 50.3%: school non-promote rate adding 9.4% explained variance, and social promotion rate adding .8% explained variance. (See Table 5 for additional statistical detail).

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Insert Table 5 here
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This same analysis was also done for predicting the 1980-81 school average reading comprehension post-test score for minority students (See Table 6) and for white students (See Table 7), separately. The computed multiple regression coefficient for predicting minority student reading comprehension achievement was .721 (52.0% explained variance) and for white students it was .632 (39.9% explained variance). Most of this difference in explained variance between minority and white students is attributable to the differing explainatory power of four variables: percent of total students who are non-promoted (11.9% for minority vs. a trace .4% for white students in additional explained variance); suspension rate for all reasons (7.8% for minority vs. 1.7% for white students in additional explained variance); corporal punishment rate (2.7% for minority vs. a trace .2% for whites in additional explained variance); and average daily attendance rate (2.6% for minority vs. 5.5% for white students in additional explained variance).

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Insert Tables 6 and 7 here
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This series of analyses was repeated using the several school average reading comprehension gain scores as the respective dependent variables in place of the corresponding school average reading comprehension post-test scores.

In general, less explained variance was achieved for the school average gain score types of dependent variables, then for predicting school average port-test reading scores, and more variance was explained (almost three times as much) for the school average minority student gain score than for the school average white student gain score. Total explained variance for average minority student reading comprehension gain score is 26.7% (R=.517); for white students it is only 10.2% (R=.320); with the total explained variance for predicting the average reading comprehension gain score for all students being 20.2% (R=.450). The three input variables (size of school, poverty rate and racial composition) amounted for about the same amount of variance in explaining both average minority (8.8%) and white (8.3%) reading comprehension gain scores. However, the four process variables explained 10.3% additional variance for the average minority student reading comprehension gain score variable (corporal punishment rate, 6.8%; average daily attendance rate 1.6%; teacher absence rate, 1.2%; and suspension rate for all reasons, .6%), whereas these same four process variables together accounted for only 1.2% of additional explained variance for the average white student reading comprehension gain score! This suggests that--for whatever reason(s)--the social process factors in a school are much more consequentially related to the academic growth of minority students than to the academic growth of the white students. Finally, percent of non-promotes contributed an additional 7.0% explained variance for minority students' average gain score; but only .7% for white students' average gain score. Some of these predictive relationships are simply associational, others may also be causal. (See Tables 8, 9 and 10 for more statistical detail).

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Insert Tables 8, 9 and 10 here
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Analysis of Longitudinal Elementary Student Data

A number of questions have arisen concerning what factors in a student's developmental background may be related to eventual academic success. Since it is widely held that reading comprehension is a central and basic indicator of academic success, and since reading comprehension achievement was of central concern in the Remedial Order, a study was conducted to determine which background variables might be related to eventual reading comprehension achievement. To this end, a ten percent sample of all high and low scoring elementary students was identified. High scoring students were defined as those scoring at the 7, 8 or 9 stanine level on the spring 1981 CTBS Reading Comprehension Test; low scoring students were defined as those scoring at the stanine 1 or 2 level. This resulted in a sample of 654 students, for whom a wide array of data was gathered, which included multi-year data (1968-1981) for a number of types of variables: CTBS Reading Comprehension NCE Scores for each year; age; sex; race; lunch code (poverty indicator); birthplace, Metropolitan Reading Readiness Scores (Auditory, Visual Discrimination, Language; Pre-Reading); elementary school scholarship, study habits, reading, language, and spelling grades for each year; Stanford Diagnostic Reading Test Scores (Literal, Inferential and Total) for each year; percent attendance for each year; and percent of reading objectives mastered each year. Unfortunately, many pieces of data were missing for many individuals. Analyses were conducted using what data were available. In addition to contrasting high and low achievers with respect to the various background variables, these students were also contrasted in terms of those being in predominantly black schools prior to court ordered desegregation vs. those in predominantly white schools.

Those from predominantly black (80% or more) schools in 1977-78 had in 1980-81 (following desegregation) a significantly ($p < .05$) higher average metropolitan reading readiness auditory discrimination stanine score than did those from predominantly non-black (79% or more) schools in 1977-78 (5.05 vs. 4.34; two-tailed p=.043). Also, those from these predominantly black schools had an average metropolitan reading readiness language stanine score which was higher (5.23 vs. 4.63; one-tailed p=.044), as was their attendance rate during 1980-81 (90.3% vs. 84.1%; p=.0001). Their birthplace also tended to be closer to Cleveland.

Those from the predominantly non-black (mostly white) schools in 1977-78 scored significantly higher (two-tailed $p < .05$ unless indicated differently) than those students from the predominantly black schools in 1977-78, with respect to the following variables:

- 1979-80 Language Grade (2.70 vs. 2.22; p=.007)
- 1980-81 Stanford Diagnostic Reading Test:
  Inferential Stanine Score
  (4.76 vs. 3.92; p=.013)
- 1980-81 Scholarship Grade (2.49 vs. 2.00; p=.016)
- 1979-80 Scholarship Grade (2.65 vs. 2.26; p=.030)
- 1979-80 Reading Grade (2.83 vs. 2.41; p=.030)
- 1980-81 Stanford Diagnostic Reading Test:
  Total Stanine Score
  (4.836 vs. 4.081; p=.031)
- 1977-78 Study Habits Grade (2.45 vs. 2.03; p=.036)
- Percent of Reading Objectives Mastered in Grade 1
  (7.69% vs. 6.65%; p=.037)
- 1980-81 Reading Grade (2.54 vs. 2.17; p=.067)
- 1978-79 CTBS Reading Comprehension NCE score
  (55.35 NCE vs. 45.28 NCE; p=.085)

These and other related statistics are presented in Appendix C.

It has been established in prior analyses that a greater percent of blacks than whites are at or below the poverty level. Also known is that academic achievement (as measured by a number of academic indicators) is inversely (negatively) related to poverty level. Therefore, it is not surprising to find that when this series of comparisons was repeated--using only those students receiving free lunch (a type of poverty indicator)--approximately one-third of all of the variables which had (for the full group) varied significantly, between those who had attended "black" schools and those who had attended "white" schools, no longer did so. That is, for the group of students receiving free lunch, those who had attended "black" schools did not differ significantly from those who had attended "white" schools with respect to the: 1977-78 study habits grade, 1979-80 reading and language grades, nor the 1979-80 and 1980-81 scholarship grades. Moreover, the absolute difference between each student group with respect to each of the other variables also decreased. This pattern strongly suggests that poverty status (i.e., family income), with all of its attendant influences, has played an important part in affecting student achievement. Nevertheless, some significant differences still remained between those who had attended "black" schools and those who had attended "white" schools prior to desegregation, after controlling for family income differences in this way. However, since this free lunch type of poverty indicator is a gross measure, in that it does not distinguish between near poverty and abject poverty, a definitive determination of how much of such differences can be accounted for solely by family income variations cannot be made.

There was a slightly higher proportion of males (53.4%) from the "black" schools as there was for those receiving free lunch (82.9% vs. 79.6%). Also, more students from "black" schools were born in Cleveland (93.9%) than were those from "white" schools (80.0%).

Of those students in the random sample for whom data was available for these analyses, slightly less than one-third as many students from black schools scored in the top two 1980-81 reading comprehension nationally normed stanines (8 and 9; i.e., the top 11%) as scored in the bottom two stanines (1 & 2; i.e., the bottom 11%); whereas slightly more than one-third as many students from white schools scored in the top two 1980-81 reading comprehension stanines as scored in the bottom two stanines. This data is presented in Table 11.

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Insert Table 11 here
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Although it is clear that a number of students from both types of schools have done well in terms of reading achievement, it is equally apparent that for the school system, taken as a whole, more students have achieved very poorly than have achieved extremely well for the period from the 1977-78 school year through the 1980-81 school year. With respect to this ten percent sample of those students scoring either in the top three or bottom two stanines on the 1980-81 CTBS Reading Comprehension post-test, and who also took the SDRT in the spring of 1981, it was found that, on an adjusted (proportionate) basis, approximately three times as many low SDRT (total score) achievers came from the 1977-78 black schools as came from the 1977-78 white schools. See also Appendix D for additional statistics relating to this section.

Those elementary school students who scored in the top three stanines on the spring, 1981 CTBS Reading Comprehension Test were compared to those scoring in the bottom two stanines, using national norms. Since the school district's average score was much lower than the national average, it was necessary to include the seventh stanine in order to get comparison groups of approximately the same size. These high and low reading comprehension achievement groups were compared for significant differences with respect to the wide array of background variables in the data set. Almost without exception the top

group had significantly ($p<.01$) higher average background academic indicator scores than did the low achievement group--stretching back through the developmental elementary grades to grade one. This confirms the notion that academic achievement patterns are typically set early--although there certainly are exceptions to this rule.

The low achieving elementary reading group was significantly older than the high reading group (10.68 vs. 9.34 years, $p < .0001$), reflecting in part the consequences of non-promotion. There were a greater proportion of girls in the high reading achievement group, and also white students. Also, a greater proportion of those in the low achievement group received free lunch (a poverty indicator) than did those in the high reading achievement group.

With respect to the Metropolitan Reading Readiness Test given at the beginning of the elementary school experience, the top group scored significantly ($p < .0001$) higher than did the low reading achievement group (average subtest stanine scores: Auditory Discrimination, 6.05 vs. 3.91; Visual Discrimination, 6.14 vs. 4.24; Language, 5.92 vs. 4.18; and Pre-Reading, 6.02 vs. 3.85). Similar results were found for the average CTBS Reading Comprehension subtest scores for every year from 1977-78 through 1979-80, with the difference between high and low groups increasing with each succeeding year. For every year from 1974-75 through 1980-81, the average scholarship, study habits, reading, language and spelling grades (for which sufficient data was available) were significantly higher for the high 1980-81 CTBS Reading Comprehension achievement score group than for the low reading achievement group. The high reading achievement group also had significantly ($p < .0001$) higher average Stanford Diagnostic Reading Test Inferential, Literal and Total stanine scores than did the low reading achievement group, for the three years with related data available (1978-79 through 1980-81). The percent of reading objectives mastered in grades 1, 3 and and 5 was significantly ($p < .0001$) greater for the 80-81 high achievement group,

but significant difference ($p < .01$) was not found for grades 2, 4 and 6. In fact, the simple difference (not significant at $p < .01$) for grades four and six was in favor of the low 1980-81 reading comprehension achievement group! Perhaps an explanation of this divergent finding can be found in the way the teaching and recording of reading objective mastery is handled in grades four and six.

Finally, percent of attendance for each year from 1974-75 through 1980-81 was found to be higher, in terms of simple difference, for the reading achievement group than for the lower reading achievement group, although such year by year differences achieved statistical significance at the .05 level of confidence (one-tailed test) for only the two most recent of the seven years from 1974-75 through 1980-81. See Appendix E for more statistical details.

From a diagnostic-prescriptive viewpoint, these findings suggest that the Metropolitan Reading Readiness Test results are particularly useful in identifying which students need particular attention and educational interventions from the beginning of their formal school experience, before they slip through the cracks of educational accessibility and effective remediation--before the pattern is too irrevocably set. These findings, moreover, strongly suggest that known effective pre-school programs (such as Head Start) be continued and strengthened, wherever possible.

There is nothing particularly startling about these findings. They are informative, clarifying and perhaps even sobering. The message is fairly clear. High academic achievement in the upper grades is a predictable outcome of developmental factors before and during the formal school experience which are in partnership with effective teaching, with maximum and quality time-on-task, and as well as with appropriate, consistent and continuing individual effort and application to the various educational activities by each student. There are no easy fixes. There are no reliable short-cuts to educational excellence.

TABLE 1

* * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * *

DEPENDENT VARIABLE.. T2NCEALL SCHL AVER. 80-81 CTBS R.COMP.POST-T NCE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.49428	0.24431	0.24431	-0.49428	-0.5700949D-01	-0.22057
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.61683	0.38048	0.13616	0.37986	0.2848038	0.36851
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.67758	0.45911	0.07864	0.45195	0.7189602	0.34208
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.69194	0.47879	0.01967	-0.31895	-0.1094635	-0.14675
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.69870	0.48818	0.00940	-0.26246	-0.4544254D-01	-0.10870
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.69999	0.48998	0.00180	-0.23640	-0.1246142	-0.04624
(CONSTANT)						-12.83973	

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TABLE 2

* * * * * * * * * * * * M U L T I P L E R E G R E S S I O N * * * * * * * * * * * * *

DEPENDENT VARIABLE.. T2NCFALL SCHL AVER. 80-81 CTBS R.COMP.POST-T NCE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.49428	0.24431	0.24431	-0.49428	-0.64507720-01	-0.24959
PIOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.55898	0.31245	0.06814	-0.31895	-0.2154215	-0.28886
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.60458	0.36552	0.05307	0.45195	0.5339521	0.25405
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.61424	0.37729	0.01177	-0.26346	-0.52204610-01	-0.12487
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.61946	0.38373	0.00645	-0.23640	-0.2341494	-0.08688
(CONSTANT)						7.764982	

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TABLE 3

* * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * *

DEPENDENT VARIABLE.. D2NCEALL AVER.CTBS P.COMP.NCE GAIN SCORE--ALL STU

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.19088	0.03643	0.03643	0.19088	0.61367000-01	0.40883
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.25849	0.06682	0.03038	-0.12180	-0.29213480-01	-0.13062
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.28910	0.08358	0.01676	-0.17129	-0.1372740	-0.21614
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.32969	0.10870	0.02512	-0.12370	-0.61734570-01	-0.17337
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.36061	0.13004	0.02134	0.03195	-0.3109840	-0.19043
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.37682	0.14350	0.01346	-0.01606	0.1913224	0.17618
(CONSTANT)						-17.09053	

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TABLE 4

* * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * *

DEPENDENT VARIABLE.. D2NCEALL AVER.CTBS R.COMP.NCE GAIN SCORE--ALL STU

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.19088	0.03643	0.03643	0.19086	0.63455720-01	0.42274
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.25849	0.06682	0.03038	-0.12180	-0.31032550-01	-0.13876
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ATM	0.28362	0.08044	0.01362	-0.12370	-0.43238170-01	-0.12143
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.30744	0.09452	0.01408	-0.01606	0.2152895	0.19826
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.32486	0.10553	0.01101	0.03135	-0.1992126	-0.12198
(CONSTANT)						-20.77993	

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TABLE 5

* * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * *

DEPENDENT VARIABLE.. T2NCEALL SCHL AVER. 80-81 CTBS P.COMP.POST-T NCE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.49428	0.24431	0.24431	-0.49428	-0.6149843D-01	-0.23794
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.53080	0.28174	0.03743	-0.26346	-0.4757153D-01	-0.11379
ADM	SCHOOL'S 80-81 AVERAGE DAILY MEMBERSHIP	0.53115	0.28212	0.00038	-0.12799	-0.1688076D-03	-0.00501
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.58675	0.34428	0.06216	-0.31895	-0.9449776D-01	-0.12669
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.61426	0.37731	0.03303	0.45195	0.7084073	0.33706
PTOTCP	SCHOOL CORPORAL PUNISH.RATE AS % OF ADM	0.62975	0.39659	0.01928	-0.24309	-0.3033352D-01	-0.07393
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.63340	0.40119	0.00460	-0.23640	-0.1023872	-0.03799
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.70367	0.49516	0.09397	0.37986	0.2461490	0.31849
PAGEADV	PERCENT OF TOTAL THAT ARE AGE ADVANCMNTS	0.70923	0.50301	0.00785	0.14441	0.6918683	0.09766
(CONSTANT)						-11.62900	

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TABLE 6

* * * * * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * * * *

DEPENDENT VARIABLE.. T2NCEMIN SCHL.AVER.MINORITY CTPS R.COMP.PST-T NCE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.45830	0.21003	0.21003	-0.45830	-0.54055730-01	-0.19957
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.50423	0.25425	0.04422	-0.27485	-0.59687260-01	-0.13624
ADM	SCHOOL'S 80-81 AVERAGE DAILY MEMBERSHIP	0.50438	0.25440	0.00015	-0.11607	0.12668240-03	0.00359
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.57686	0.33277	0.07836	-0.34585	-0.1025364	-0.13117
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.59894	0.35873	0.02596	0.41358	0.7065651	0.32080
PTOTCP	SCHOOL CORPORAL PUNISH.RATE AS % OF ADM	0.62107	0.38572	0.02700	-0.27385	-0.38976210-01	-0.09065
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.62766	0.39396	0.00824	-0.24513	-0.1658007	-0.05870
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.71640	0.51323	0.11927	0.43603	0.2954098	0.36474
PAGEADV	PERCENT OF TOTAL THAT ARE AGE ADVANCMNTS	0.72142	0.52045	0.00722	0.16732	0.6952051	0.09364
(CONSTANT)						-12.51672	

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TABLE 7

* * * * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * * * *

DEPENDENT VARIABLE.. T2NCEWHT SCHL.AVER.WHITE CTBS R.COMP.POST-T NCE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.50395	0.25396	0.25396	-0.50395	-0.73986990-01	-0.24940
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.54765	0.29992	0.04596	-0.28556	-0.58664800-01	-0.12226
ADM	SCHOOL'S 80-81 AVERAGE DAILY MEMBERSHIP	0.55034	0.30287	0.00295	-0.16591	-0.15737700-02	-0.04071
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.59847	0.35816	0.05529	0.54428	0.9181529	0.38061
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.61278	0.37550	0.01733	-0.15517	-0.66139540-01	-0.07725
PTOTCP	SCHOOL CORPORAL PUNISH.RATE AS % OF ADM	0.61447	0.37757	0.00207	-0.11216	-0.11321180-01	-0.02404
PAGEADV	PERCENT OF TOTAL THAT ARE AGE ADVANCMNTS	0.62851	0.39503	0.01746	0.04420	0.9351142	0.11500
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.63163	0.39896	0.00393	0.09573	0.69024450-01	0.07781
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.63179	0.39916	0.00020	-0.16377	0.48324730-01	0.01562
(CONSTANT)						-25.62623	

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TABLE 8

**************** MULTIPLE REGRESSION ****************

DEPENDENT VARIABLE.. D2NCEALL AVER.CTBS R.COMP.NCE GAIN SCORE--ALL STU

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.19088	0.03643	0.03643	0.19088	0.57303380-01	0.38176
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.25849	0.06682	0.03038	-0.12180	-0.27432710-01	-0.12266
ADM	SCHOOL'S 80-81 AVERAGE DAILY MEMBERSHIP	0.30633	0.09384	0.02702	0.17856	0.34839380-02	0.18594
PTOTCP	SCHOOL CORPORAL PUNISH.RATE AS % OF ADM	0.34790	0.12103	0.02720	-0.14020	-0.34916740-01	-0.19407
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.36215	0.13115	0.01012	-0.01606	0.1689902	0.15562
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.37335	0.13939	0.00824	-0.12370	-0.56337520-01	-0.15822
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.37720	0.14228	0.00289	0.03195	-0.2389702	-0.14633
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.44417	0.19728	0.05501	-0.17129	-0.1402836	-0.22068
PAGEADV	PERCENT OF TOTAL THAT ARE AGE ADVANCMNTS	0.44583	0.20235	0.00507	-0.04241	-0.4074745	-0.09193
(CONSTANT)						-16.71050	

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TABLE 9

* * * * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * * *

DEPENDENT VARIABLE.. D2NCEMIN AVER.MINORITY CTBS R.CCMP.GAIN SCORE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
ADM	SCHOOL'S 80-81 AVERAGE DAILY MEMBERSHIP	0.18576	0.03451	0.03451	0.18576	0.41404360-02	0.20390
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.23762	0.05656	0.02205	-0.13889	-0.29827260-01	-0.12306
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.29682	0.08810	0.03154	0.15457	0.67116310-01	0.41257
PTOTCP	SCHOOL CORPORAL PUNISH.RATE AS % OF ADM	0.39558	0.15649	0.06838	-0.23538	-0.56805110-01	-0.29133
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.41548	0.17262	0.01614	0.02893	0.2376999	0.20197
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.42987	0.18479	0.01217	-0.04306	-0.3925795	-0.22181
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.43672	0.19073	0.00594	-0.13377	-0.59516990-01	-0.15423
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.51109	0.26121	0.07049	-0.15987	-0.1729273	-0.25124
PAGEADV	PERCENT OF TOTAL THAT ARE AGE ADVANCMNTS	0.51711	0.26741	0.00619	-0.04091	-0.4683200	-0.10166
(CONSTANT)						-22.59016	

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TABLE 10

* * * * * * * * * * * * * * * MULTIPLE REGRESSION * * * * * * * * * * * * * * *

DEPENDENT VARIABLE.. D2NCEWHT AVER.80-81 WHITE CTBS'R.COMP. GAIN SCORE

SUMMARY TABLE

VARIABLE		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
POVRATE	% OF 1980-81 STUDENTS EATING FREE LUNCH	0.22525	0.05074	0.05074	0.22525	0.33508810-01	0.17142
ADM	SCHOOL'S 80-81 AVERAGE DAILY MEMBERSHIP	0.26109	0.06817	0.01743	0.15451	0.36369490-02	0.14905
PNONBLK	PERCENT NON-BLACK OTHERS IN SCHOOL	0.28865	0.08332	0.01515	-0.06029	-0.31985150-01	-0.10982
PTEACHAB	TEACHER ABSENCE RATE FOR SCHOOL--80-81%	0.30322	0.09194	0.00862	0.18537	0.1576539	0.07413
PTOTCP	SCHOOL CORPORAL PUNISH.RATE AS % OF ADM	0.30674	0.09409	0.00215	0.08546	0.77220000-02	0.03296
PTOTSUS	SUSPENSION RATE FOR ALL REASONS--% ADM	0.30781	0.09475	0.00066	-0.01256	-0.20795540-01	-0.04485
PTOTNP	PERCENT OF TOTAL THAT ARE NONPROMOTES	0.31933	0.10197	0.00722	-0.13985	-0.81051630-01	-0.09600
PADA	1980-81 AVERAGE DAILY ATTENDANCE IN %	0.31979	0.10227	0.00029	-0.12153	-0.36962520-01	-0.02614
(CONSTANT)						0.2213197	

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TABLE 11

A Random Sample Based Comparison of 1977-78 (Pre-Desegregation) Elementary Students From Predominantly Black Schools (80-100% Black) With 1977-78 Elementary Students From Predominantly Non-Black Schools (0-20% Black) in Terms of High and Low Achievers on the 1981 CTBS Reading Comprehension Test

1977-78 ELEMENTARY SCHOOL TYPE	STANINES 1 & 2	STANINES 8 & 9
Black	79	22
White	28	10

APPENDIX A

SPECIAL REPORT FOR DR. MARGARET PLEPINGGER, S.JAMES ZAPIRAU
COMPUTER PROGRAM AND DATA ANALYSES BY .JP ZAPIRAU, PH.D.
FILE SCHS0C01 (CREATION DATE = 02/14/83) SCHOOLS AS CASE UNIT USING SCHOOL NUMBERS AS VAR5.PC-01

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APPENDIX A (continued)

SPECIAL REPORTS FOR--MY DR. MARGARET FLEMINGER. S.JAMES ZAPIAU
COMPUTER PROGRAM AND DATA ANALYSES BY .IM ZAPIRAU, PH.D.
FILE SCHS6001 (CREATION DATE = 02/14/83) SCHOOLS AT CASE UNIT USING SCHOOL INDICES AS VARS.80-81

GROUP 1 = F2SCHGR 85 1. Least Discrepant Elementary Schools
GROUP 2 = F2SCHGR 90 2. Most Discrepant Elementary Schools

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	POOLED VARIANCE ESTIMATE t VALUE	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
RDWPP RATIO OF PLACE NONPROPOSITIONS TO PROPOSITIONS									
GROUP 1	22	0.1160	0.079	0.018					
GROUP 2	22	0.0444	0.046	0.010	3.47	0.023	3.89	42	0.000	3.89	34.00	0.000
RDWPP RATIO OF DESIRED NONPROPOSITIONS TO PROPOSITIONS									
GROUP 1	22	0.1194	0.121	0.026					
GROUP 2	22	0.0438	0.045	0.010	7.34	0.000	5.65	42	0.000	5.65	28.77	0.000
PWPPCPS PERCENT OF CHOSEN NP RATE THAT RISES >ONE									
GROUP 1	22	91.1C94	24.1299	5.129					
GROUP 2	22	132.0454	111.491	27.040	21.12	0.000	-2.81	36	0.007	-2.60	13.47	0.019
PWDEADV PERCENT OF TOTAL THAT ARE ONE ADVANCMENTS									
GROUP 1	22	0.1729	0.094	0.117					
GROUP 2	22	0.4818	0.819	0.175	2.23	0.073	1.20	42	0.238	1.20	36.67	0.239

Group 1: Least Discrepant 25% of Elementary Schools--Highest (positive) valence elementary schools in terms of minority to white reading comprehension post-test score discrepancy (average minority student NCE post-test score minus average white student NCE post-test score).

Group 2: Most Discrepant 25% of Elementary Schools--Lowest (most negative) valence elementary schools in terms of minority to white reading comprehension post-test score discrepancy (average minority student NCE post-test score minus average white student NCE post-test score).

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APPENDIX B

SPECIAL REPEAT PGM-09 DR. MARGARET PLEPINGER. S.JAMES ZAPINAU
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAPINAU, PH.D.
FILE SCHS8C01 (CREATION DATE = 02/14/83) SCHOOLS AS CASE UNIT USING SCHOOL INDICES AS VARS.80-81

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APPENDIX B (continued)

SPECIAL REPORT FOR-PI ED. MARGARET PLEMMINGER. S.JAMES ZAPIRAU
COMPUTER PROGRAM AND DATA ANALYSES BY JIM ZAPIRAU, PH.D.
FILE SCHS8C81 (CREATION DATE = 02/14/83) SCHOOLS AT CASE UNIT USING SCHOOL IDENTIFIER AS VARS.80-81

GROUP 1 = DISCHGR EQ 1. Least Discrepant Elementary Schools
GROUP 2 = DISCHGR EQ 3. Most Discrepant Elementary Schools

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
RBMPP RATIO OF PLACE NONPROPORTIONATE TO PROPORTIONATE												
GROUP 1	13	0.0393	0.0277	0.0069								
					4.12	0.021	-0.61	24	0.546	-0.61	17.58	0.549
GROUP 2	13	0.0521	0.067	0.019								
RGMPP RATIO OF ACMPLE NONAPPOINTEES TO PROPOSTES												
GROUP 1	13	0.0499	0.0346	0.0111								
					1.13	0.859	0.32	24	0.752	0.32	23.91	0.752
GROUP 2	13	0.0442	0.043	0.012								
PLMPPCRR PERCENT OF OTHER MP RATE THAT RLRS PAYR												
GROUP 1	13	97.9693	60.774	16.853								
					1.19	0.790	-0.66	20	0.520	-0.66	19.92	0.520
GROUP 2	13	104.4318	56.928	17.169								
PAGEADV PERCENT OF TOTAL THAT ARE AGE ADVANCMNTS												
GROUP 1	13	0.6878	0.6878	0.1774								
					1.25	0.707	-0.11	24	0.909	-0.17	23.71	0.909
GROUP 2	13	0.6972	0.667	0.168								

Group 1: Least Discrepant 25% of Schools--Highest 25% (positive or least negative) valence elementary schools in terms of minority to white reading comprehension gain score discrepancy (average minority NCE gain score minus average white NCE gain score).

Group 2: Most Discrepant 25% of Elementary Schools--Lowest 25% (most negative) valence elementary schools in terms of minority to white reading comprehension gain score discrepancy (average minority NCE gain score minus average white NCE gain score).

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL YIELD 80-81 READING
COMPREHENSION SCORE (VINCENT SAMPLE)--PREP.BY ZAPIRAN FOR FLEMING
FILE ELEMCOMP (CREATION DATE = 01/25/83) ELEM. LONGITUDINAL STUDY OF DISCRIMINATING PATTERNS

GROUP 1 = SCHA7770 80 1. STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHA7770 20 2. STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PINCE 1POINS 1980 CTBS READING COMP, NCE SCORE												
GROUP 1	99	49.3099	18.350	1.942	1.70	0.047	-1.04	122	0.293	-0.96	99.39	0.342
GROUP 2	39	48.4799	23.891	3.826								
TINCE 1POINS 1981 CTBS READING COMP, NCE SCORE												
GROUP 1	133	51.0226	20.373	2.834	1.09	0.689	-1.46	192	0.146	-1.44	112.29	0.154
GROUP 2	61	47.9672	31.660	4.054								
PINCE 1POINS 1980 CTBS READING VOC, NCE SCORE												
GROUP 1	99	47.2824	20.702	2.248	1.17	0.365	-1.03	122	0.296	-1.02	68.98	0.311
GROUP 2	39	51.5997	22.347	3.578								
TINCE 1POINS 1981 CTBS READING COMP, NCE SCORE												
GROUP 1	130	47.9819	20.378	2.228	1.68	0.935	-0.74	187	0.458	-0.73	113.48	0.456
GROUP 2	99	50.9193	29.065	3.268								
TGRADE GRADE DURING 1980-81 SCHOOL YEAR												
GROUP 1	133	5.0075	0.812	0.070	1.36	0.145	-0.19	192	0.849	-0.18	101.98	0.857
GROUP 2	61	4.9328	0.948	0.121								
CGRADE GRADE DURING 1981-82 SCHOOL YEAR--NOT 12												
GROUP 1	133	5.9699	0.829	0.072	1.38	0.163	-0.10	192	0.919	-0.10	102.49	0.923
GROUP 2	61	4.9836	0.997	0.128								
AGE12301 STUDENT'S AGE AS OF DECEMBER 1, 1981												
GROUP 1	133	10.9624	0.731	0.063	1.27	0.268	-0.46	192	0.649	-0.44	105.09	0.664
GROUP 2	61	11.0297	1.047	0.134								
SEXN 1=MALE 2=FEMALE -999=MISSING DATA												
GROUP 1	133	1.4962	0.501	0.043	1.01	0.930	-0.54	192	0.589	-0.54	119.82	0.590
GROUP 2	61	1.5082	0.504	0.065								
RACEW 1=BAT.AMER. 2=WHT 3=BLK 4=ASIAN 5=HISP												
GROUP 1	133	3.0000	0.213	0.018	23.12	0.0	6.81	192	0.000	4.21	62.39	0.000
GROUP 2	61	2.4426	1.025	0.131								
LUNCHCE 0=NOT 1=PAID 2=RED.PRICE 3=COMPART 4=FD												
GROUP 1	129	1.2868	0.684	0.060	1.21	0.382	-0.59	181	0.990	-0.56	91.30	0.574
GROUP 2	54	1.3519	0.731	0.099								
DIRPLACE DIRTHPLACE--1=CLEV 2=CUYA 3=CN 4=US SPOR												
GROUP 1	132	1.1591	0.852	0.057	3.47	0.000	-2.77	190	0.006	-2.29	74.98	0.025
GROUP 2	60	1.9333	1.214	0.157								
RETAUDR RETRO.READ6 READINESS AUDITORY DISC.RAW S												
GROUP 1	82	19.8732	6.736	0.744	1.18	0.601	2.37	118	0.019	2.31	67.90	0.024
GROUP 2	38	15.0684	7.212	1.170								
RETAUDS RETRO.READ6.READINESS AUDITORY DISC.STAY9												
GROUP 1	82	9.0488	1.728	0.191	1.13	0.642	2.04	118	0.043	2.00	68.30	0.050
GROUP 2	38	6.3421	1.839	0.298								
RETVISD RET.READ6.READINESS VISUAL DISCRIM.RAW SC												
GROUP 1	82	16.7195	6.921	0.848	1.25	0.492	0.21	118	0.831	0.22	79.38	0.824
GROUP 2	38	16.4737	9.431	0.881								
RETVISS RET.READ6.READINESS VISUAL DISCRIM.STAY9												
GROUP 1	81	9.0988	2.095	0.233	1.17	0.610	0.64	117	0.525	0.66	77.89	0.514
GROUP 2	38	8.8421	1.939	0.314								
RETLANGR RET.READ6.READINESS LANGUAGE RAW SCORE												
GROUP 1	83	12.7229	5.448	0.597	4.10	0.000	1.57	119	0.120	1.97	110.25	0.051
GROUP 2	38	11.2632	2.698	0.438								

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APPENDIX C (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEELC 80-81 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY JAMIRAN FOR FLEMING
FILE FLEWSAMP (CREATION DATE = 01/25/82) GLEN.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1 = SCHA77T0 80 1. STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHA77T0 80 2. STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	F 2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
METLANGS GE1RD.RDNG.READINESS LANGUAGE STANINE SC												
GROUP 1	83	5.2289	1.810	0.199	1.16	0.634	1.72	119	0.088	1.77	76.83	0.081
GROUP 2	38	4.6316	1.683	0.273								
METPRRR GE1.RDNG.READINESS PRE-READING RAW SCORE												
GROUP 1	84	57.7381	14.350	1.574	1.17	0.590	1.70	120	0.092	1.75	77.02	0.084
GROUP 2	38	48.2632	13.462	2.185								
METPRRS GE1.RDNG.READINESS PRE-READING STANINE S												
GROUP 1	83	5.9759	1.834	0.201	1.39	0.264	1.54	119	0.126	1.64	83.89	0.105
GROUP 2	38	4.6474	1.954	0.298								
CMCE8081 1980-81 CTBS READING COMPREHENSION NCE S												
GROUP 1	138	41.9500	20.185	2.587	1.30	0.638	-1.44	195	0.148	-1.44	110.66	0.154
GROUP 2	61	47.9672	21.660	4.099								
CMCE7980 1979-80 CTBS READING COMPREHENSION NCE S												
GROUP 1	98	43.5111	18.329	1.932	1.70	0.043	-1.27	127	0.209	-1.15	98.24	0.255
GROUP 2	39	48.4359	22.891	3.836								
CMCE7979 1978-79 CTBS READING COMPREHENSION NCE S												
GROUP 1	36	45.2778	20.892	3.482	1.10	0.850	-1.76	94	0.080	-1.78	68.98	0.082
GROUP 2	20	55.3900	19.939	4.458								
CMCE7778 77-78 CTBS READING COMP. NCE SCORE												
GROUP 1	2	29.0000	18.385	13.000	1.48	1.000	-1.41	3	0.253	-1.48	2.60	0.234
GROUP 2	3	54.6667	21.733	12.548								
CMCE7677 76-77 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE7576 75-76 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE7475 74-75 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE7374 73-74 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE7273 72-73 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE7172 71-72 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE7071 70-71 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE6970 69-70 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
CMCE6869 68-69 CTBS READING COMP. NCE SCORE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								

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APPENDIX C (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIRAN FOR PLANING
FILE ELEMLONG (CREATION DATE = 01/25/831 ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1 = SCHA7778 80 1. STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHA7778 69 1. STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SHIP8081 80-81 SCHOLARSHIP GRADE												
GROUP 1	122	2.0000	1.189	0.107	1.12	0.604	-2.44	171	0.016	-2.38	89.12	0.019
GROUP 2	91	2.4962	1.255	0.176								
SHIP7980 79-80 SCHOLARSHIP GRADE												
GROUP 1	120	2.2583	1.000	0.091	1.19	0.449	-2.19	164	0.030	-2.11	80.26	0.038
GROUP 2	46	2.6956	1.101	0.199								
SHIP7879 78-79 SCHOLARSHIP GRADE												
GROUP 1	112	2.2589	1.242	0.117	1.31	0.311	-0.73	156	0.466	-0.78	99.20	0.440
GROUP 2	46	2.4130	1.087	0.160								
SHIP7778 77-78 SCHOLARSHIP GRADE												
GROUP 1	100	2.2701	1.181	0.118	1.78	0.048	-0.46	148	0.636	-0.54	107.58	0.593
GROUP 2	49	2.3333	0.905	0.135								
SHIP7677 76-77 SCHOLARSHIP GRADE												
GROUP 1	93	2.1505	1.194	0.124	1.99	0.152	-0.15	112	0.877	-0.17	87.68	0.864
GROUP 2	31	2.1935	0.946	0.170								
SHIP7576 75-76 SCHOLARSHIP GRADE												
GROUP 1	91	2.2857	0.987	0.130	2.48	0.022	-0.77	98	0.447	-0.63	19.90	0.535
GROUP 2	36	2.5000	1.366	0.242								
SHIP7475 74-75 SCHOLARSHIP GRADE												
GROUP 1	5	2.0000	1.000	0.447	3.38	0.301	0.75	6*	0.482	0.64	2.74	0.569
GROUP 2	3	2.0000	2.000	1.155								
HAB8081 80-81 HABITS GRADE												
GROUP 1	120	1.7833	1.242	0.113	1.09	0.689	-2.19	179	0.030	-2.19	93.47	0.031
GROUP 2	93	2.1067	1.401	0.148								
HAB7980 79-80 HABITS GRADE												
GROUP 1	121	2.1074	1.190	0.109	1.22	0.383	-1.22	169	0.225	-1.17	83.87	0.246
GROUP 2	50	2.3600	1.321	0.187								
HAB7879 78-79 HABITS GRADE												
GROUP 1	112	2.0000	1.223	0.116	1.30	0.366	-1.36	156	0.175	-1.29	79.81	0.201
GROUP 2	46	2.3043	1.396	0.206								
HAB7778 77-78 HABITS GRADE												
GROUP 1	100	2.2303	1.117	0.108	1.62	0.097	-2.12	148	0.036	-2.11	79.57	0.038
GROUP 2	46	2.6949	1.130	0.130								
HAB7677 76-77 HABITS GRADE												
GROUP 1	81	2.0864	1.091	0.117	1.01	1.000	-1.07	110	0.289	-1.07	84.69	0.290
GROUP 2	31	2.3226	1.049	0.188								
HAB7576 75-76 HABITS GRADE												
GROUP 1	39	2.1282	0.970	0.197	1.00	0.962	-0.64	57	0.526	-0.64	38.41	0.527
GROUP 2	20	2.3000	0.979	0.219								
HAB7475 74-75 HABITS GRADE												
GROUP 1	1	2.2857	0.756	0.286	0.0	1.000	0.63	8	0.548	1.00	0.00	0.396
GROUP 2	3	2.0000	0.0	0.0								
READ8081 80-81 READING GRADE												
GROUP 1	93	2.1720	1.017	0.105	1.62	0.053	-1.85	137	0.067	-1.78	73.35	0.093
GROUP 2	46	2.5435	1.299	0.191								
READ7980 79-80 READING GRADE												
GROUP 1	70	2.1143	0.995	0.119	1.12	0.672	-2.20	110	0.030	-2.17	83.68	0.033
GROUP 2	42	2.8333	1.010	0.156								

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE---PREP.BY ZAFIRAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

- T - T E S T -

GROUP 1 = SCHA7778 EQ 1. STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHA7778 EQ 2. STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
READ7879 78-79 READING GRADE												
GROUP 1	9	2.8887	1.090	0.335	1.20	0.778	-0.61	13	0.553	-0.60	10.14	0.563
GROUP 2	6	3.0000	1.095	0.447								
READ7778 77-78 READING GRADE												
GROUP 1	7	2.1429	1.215	0.459	1.10	0.481	-0.31	10	0.762	-0.29	6.93	0.778
GROUP 2	5	2.4000	1.673	0.748								
READ7677 76-77 READING GRADE												
GROUP 1	4	2.7500	0.957	0.479	2.10	0.472	-0.26	4	0.804	-0.23	1.48	0.859
GROUP 2	2	3.0000	1.414	1.000								
READ7576 75-76 READING GRADE												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
READ7475 74-75 READING GRADE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LANG8081 80-81 LANGUAGE GRADE												
GROUP 1	89	2.1461	1.000	0.106	1.39	0.069	-1.04	128	0.300	-0.97	73.00	0.335
GROUP 2	45	2.4000	1.268	0.189								
LANG7980 79-80 LANGUAGE GRADE												
GROUP 1	89	2.2135	0.8258	0.1054	1.25	0.414	-2.75	103	0.007	-2.67	79.56	0.009
GROUP 2	48	2.7000	0.939	0.148								
LANG7879 78-79 LANGUAGE GRADE												
GROUP 1	11	2.9455	0.934	0.281	2.02	0.321	-0.52	19	0.608	-0.47	7.78	0.650
GROUP 2	6	3.0333	1.329	0.543								
LANG7778 77-78 LANGUAGE GRADE												
GROUP 1	7	2.4286	0.787	0.297	1.29	0.701	0.06	10	0.954	0.06	8.81	0.954
GROUP 2	5	2.4000	0.894	0.400								
LANG7677 76-77 LANGUAGE GRADE												
GROUP 1	4	2.0000	1.155	0.577	1.00	0.990	0.30	5	0.721	0.30	4.45	0.725
GROUP 2	3	2.0667	1.155	0.667								
LANG7576 75-76 LANGUAGE GRADE												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LANG7475 74-75 LANGUAGE GRADE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
SPEL8081 80-81 SPELLING GRADE												
GROUP 1	92	2.3587	1.339	0.140	1.17	0.516	-1.05	135	0.295	-1.02	81.48	0.309
GROUP 2	45	2.6222	1.451	0.216								
SPEL7980 79-80 SPELLING GRADE												
GROUP 1	89	2.7528	1.205	0.128	1.08	0.772	-0.48	107	0.632	-0.39	79.10	0.696
GROUP 2	48	2.8500	1.252	0.181								
SPEL7879 78-79 SPELLING GRADE												
GROUP 1	11	2.6364	1.286	0.388	1.09	0.827	0.05	14	0.959	0.05	7.52	0.961
GROUP 2	5	2.6000	1.342	0.600								
SPEL7778 77-78 SPELLING GRADE												
GROUP 1	7	2.5714	0.787	0.297	2.15	0.389	-0.74	9	0.479	-0.66	4.64	0.538
GROUP 2	4	3.0000	1.155	0.577								

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APPENDIX C (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL HIELD 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE---PREP.87 ZAFIRAU FOR FLEMING
FILE ELEM.SAMP (CREATION DATE = 01/29/83) ELEMENTARY LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

T-T E S T

GROUP 1 = SCHA7778 80 1, STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHA7778 81 2, STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	F 2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
SPEL7677 76-77 SPELLING GRADE												
GROUP 1	1	7.5000	1.000	0.500	2.00	0.564	-0.52	4	0.633	-0.45	1.53	0.698
GROUP 2	2	3.0000	1.414	1.000								
SPEL7576 75-76 SPELLING GRADE												
GROUP 1	1	3.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
SPEL7879 78-79 SPELLING GRADE												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LITR8081 80-81 SDRT LITERAL SUBTEST RAW SCORE												
GROUP 1	111	19.2432	11.839	1.123	1.45	0.161	0.69	155	0.492	0.74	100.44	0.459
GROUP 2	46	17.9783	9.833	1.450								
LITS8081 80-81 SDRT LITERAL SUBTEST STANINE SCORE												
GROUP 1	111	4.2793	2.077	0.197	1.21	0.416	-1.17	155	0.245	-1.12	77.32	0.265
GROUP 2	46	4.7174	2.287	0.337								
IMPR8081 80-81 SDRT IMPERMITIAL RAW SCORE												
GROUP 1	111	19.2162	8.949	0.849	1.12	0.688	-1.18	155	0.241	-1.20	88.94	0.232
GROUP 2	46	17.9348	8.463	1.248								
IMPS8081 80-81 SDRT IMPERMITIAL STANINE SCORE												
GROUP 1	111	3.9189	1.936	0.184	1.14	0.638	-2.52	155	0.013	-2.59	89.20	0.011
GROUP 2	46	4.7609	1.816	0.268								
TOTR8081 80-81 SDRT TOTAL RAW SCORE												
GROUP 1	111	38.4865	17.399	1.651	1.04	0.849	-0.21	155	0.832	-0.21	82.66	0.834
GROUP 2	46	33.3696	17.699	2.610								
TOTS8081 80-81 SDRT TOTAL STANINE SCORE												
GROUP 1	111	4.0811	1.969	0.186	1.04	0.899	-2.16	155	0.031	-2.19	88.71	0.031
GROUP 2	46	4.8261	1.924	0.284								
LITR7980 79-80 SDRT LITERAL RAW SCORE												
GROUP 1	63	19.4127	9.488	1.195	1.29	0.463	0.04	91	0.969	0.04	64.14	0.967
GROUP 2	30	19.3333	8.347	1.525								
LITS7980 79-80 SDRT LITERAL STANINE SCORE												
GROUP 1	63	4.2857	1.987	0.250	1.27	0.421	0.04	91	0.967	0.04	51.38	0.968
GROUP 2	30	4.2667	2.249	0.411								
IMPR7980 79-80 SDRT IMPERMITIAL RAW SCORE												
GROUP 1	63	17.3175	7.127	0.898	1.08	0.893	-0.45	91	0.653	-0.49	56.39	0.626
GROUP 2	30	18.0333	7.237	1.321								
IMPS7980 79-80 SDRT IMPERMITIAL STANINE SCORE												
GROUP 1	63	4.1429	1.950	0.246	1.12	0.693	0.02	91	0.983	0.02	54.31	0.983
GROUP 2	30	4.1333	2.063	0.377								
TOTR7980 79-80 SDRT TOTAL RAW SCORE												
GROUP 1	63	36.2540	16.729	2.108	1.05	0.854	-0.34	91	0.736	-0.34	55.55	0.739
GROUP 2	30	37.3667	19.071	3.482								
TOTS7980 79-80 SDRT TOTAL STANINE SCORE												
GROUP 1	63	4.1905	1.958	0.247	1.22	0.587	0.13	91	0.899	0.12	52.36	0.903
GROUP 2	30	4.1333	2.161	0.395								
LITR7879												
GROUP 1	22	23.7273	9.579	2.042	1.08	0.869	-0.21	32	0.832	-0.21	21.99	0.835
GROUP 2	12	24.0833	9.757	1.375								

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL YIELD 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE---PREP.BY ZAPIRAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1 = SCHA7778 EQ 1. STUDENTS FROM SCHOOLS 85-100% BLACK IN 1977-78
GROUP 2 = SCHA7778 EQ 2. STUDENTS FROM SCHOOLS 0-30% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
LIT17879												
GROUP 1	22	9.9545	1.847	0.394	1.51	0.402	-0.85	32	0.401	-0.88	19.89	0.433
GROUP 2	12	9.5000	2.023	0.584								
IMP17879												
GROUP 1	22	20.9545	4.942	1.054	1.24	0.648	-0.78	32	0.488	-0.80	20.73	0.504
GROUP 2	12	22.2500	5.496	1.587								
IMP27879												
GROUP 1	22	99.0909	19.382	3.238	1.87	0.288	-1.19	32	0.241	-1.09	17.95	0.291
GROUP 2	12	96.4167	28.681	5.948								
TOT17879												
GROUP 1	22	9.3478	2.702	0.576	1.31	0.662	-0.74	33	0.464	-0.77	25.24	0.446
GROUP 2	12	9.0833	2.539	0.733								
TOT27879												
GROUP 1	22	9.2217	1.620	0.338	1.51	0.393	-1.03	33	0.309	-0.97	18.78	0.346
GROUP 2	12	9.1667	1.992	0.575								
LIT17778												
GROUP 1	1	11.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LIT27778												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
IMP17778												
GROUP 1	1	12.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
IMP27778												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
TOT17778												
GROUP 1	1	23.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
TOT27778												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LIT17677												
GROUP 1	1	7.0000	0.0	0.0	0.0	1.000	0.0	1	1.000	0.0	0.0	1.000
GROUP 2	2	27.0000	0.0	0.0								
LIT27677												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	1	1.000	0.0	0.0	1.000
GROUP 2	2	7.0000	0.0	0.0								
IMP17677												
GROUP 1	1	19.0000	0.0	0.0	0.0	1.000	-4.35	1	0.099	-11.00	1.00	0.036
GROUP 2	2	26.0000	1.414	1.000								
IMP27677												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	-5.20	1	0.121	-9.00	1.00	0.070
GROUP 2	2	6.5000	0.707	0.500								
TOT17677												
GROUP 1	1	9.0000	0.0	0.0	0.0	1.000	-25.48	1	0.025	-44.00	1.00	0.014
GROUP 2	2	53.0000	1.414	1.000								

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APPENDIX C (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS 80-81 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.ST ZAFIRAH POR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/80) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1 = SCHA7770 80 1. STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHA7770 20 2. STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	F 2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
TOTS7677												
GROUP 1	1	3.0000	0.0	0.0	0.0	1.000	-4.04	1	0.154	-7.00	1.00	0.096
GROUP 2	2	6.5000	0.707	0.500								
L1T867M												
GROUP 1	1	12.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
L1T567M												
GROUP 1	1	9.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
IMP867M												
GROUP 1	1	18.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
IMP567M												
GROUP 1	1	3.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
TOT867M												
GROUP 1	1	22.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
TOT567M												
GROUP 1	1	9.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
PATT8081 PERCENT ATTENDANCE FOR 80-81												
GROUP 1	130	90.2584	9.715	0.852	2.70	0.000	3.26	188	0.001	2.74	79.60	0.008
GROUP 2	60	84.1389	19.973	2.662								
PATT7980 PERCENT ATTENDANCE FOR 79-80												
GROUP 1	128	91.2620	11.022	1.018	1.26	0.205	1.39	185	0.167	1.33	101.98	0.187
GROUP 2	99	88.6817	13.268	1.727								
PATT7879 PERCENT ATTENDANCE FOR 78-79												
GROUP 1	131	88.9389	13.389	1.188	1.15	0.350	0.81	189	0.414	0.82	111.13	0.404
GROUP 2	96	87.3703	12.979	1.681								
PATT7778 PERCENT ATTENDANCE FOR 77-78												
GROUP 1	132	88.3917	13.387	1.166	1.86	0.004	1.19	188	0.237	1.05	85.83	0.296
GROUP 2	58	85.5392	18.264	2.398								
PATT7677 PERCENT ATTENDANCE FOR 76-77												
GROUP 1	108	87.3985	15.498	1.518	1.38	0.139	0.99	162	0.349	1.02	99.76	0.311
GROUP 2	66	84.9130	12.598	1.618								
PATT7976 PERCENT ATTENDANCE FOR 75-76												
GROUP 1	96	89.2842	10.528	2.289	3.86	0.003	-0.79	79	0.432	-0.94	77.41	0.351
GROUP 2	27	88.5802	9.474	1.823								
PATT7475 PERCENT ATTENDANCE FOR 74-75												
GROUP 1	13	94.8567	12.834	3.558	3.87	0.289	-1.41	16	0.178	-1.79	12.98	0.096
GROUP 2	5	92.7374	7.327	3.277								
PROBJ61 # OF READING OBJECTIVES MASTERED GRADE 1												
GROUP 1	89	8.6516	1.818	0.191	2.46	0.001	-2.48	124	0.014	-2.14	56.19	0.037
GROUP 2	41	7.6923	2.892	0.445								
PROBJ62 # OF READING OBJECTIVES MASTERED GRADE 2												
GROUP 1	86	13.0301	7.310	0.788	1.11	0.721	0.18	127	0.859	0.18	88.14	0.856
GROUP 2	43	12.7907	6.929	1.058								

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APPENDIX C (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIELD 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIRAU FOR PLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1 = SCHATTYP EQ 1. STUDENTS FROM SCHOOLS 81-100% BLACK IN 1977-78
GROUP 2 = SCHATTYP EQ 5. STUDENTS FROM SCHOOLS 0-20% BLACK IN 1977-78

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	F 2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
P080.063 # OF READING OBJECTIVES MASTERED GRADE 3												
GROUP 1	98	6.7347	1.935	0.196	1.01	0.993	0.00	142	0.939	0.00	88.56	0.939
GROUP 2	46	6.7001	1.929	0.284								
P080.064 # OF READING OBJECTIVES MASTERED GRADE 4												
GROUP 1	111	19.0991	14.342	1.362	1.20	0.309	-0.41	145	0.680	-0.39	78.24	0.699
GROUP 2	46	20.9302	16.288	2.402								
P080.065 # OF READING OBJECTIVES MASTERED GRADE 5												
GROUP 1	89	19.0079	9.891	0.939	1.88	0.792	-1.35	123	0.178	-1.33	62.91	0.188
GROUP 2	36	20.6818	6.139	1.023								
P080.066 # OF READING OBJECTIVES MASTERED GRADE 6												
GROUP 1	92	19.2947	13.243	1.381	1.17	0.618	0.34	127	0.737	0.33	71.93	0.729
GROUP 2	37	18.6041	12.252	2.014								

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APPENDIX D

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL HIGH 80-81 PLACING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAFIRAJ ANN FLEMING
FILE FLEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCRPP.&FAILING PATTERNS

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
SCRA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY TGRADE GRADE DURING 1980-81 SCHOOL YEAR
* PAGE 1 OF 1

SCRA7778	TGRADE 5	TGRADE 6	ROW TOTAL
1 81-100% BLACK	58	40	98
	59.2	40.8	66.7
	73.4	58.8	
	39.5	27.2	
2 61-80% BLACK	0	1	1
	0.0	100.0	0.7
	0.0	1.5	
	0.0	0.7	
3 41-60% BLACK	1	5	6
	16.7	83.3	4.1
	1.3	7.4	
	0.7	3.4	
4 21-40% BLACK	1	0	1
	100.0	0.0	0.7
	1.3	0.0	
	0.7	0.0	
5 0%-20% BLACK	19	22	41
	46.3	53.7	27.9
	24.1	32.4	
	12.9	15.0	
COLUMN TOTAL	79	68	147
	53.7	46.3	100.0

6 OUT OF 10 (60.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.463
RAW CHI SQUARE = 7.41067 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1157
CRAMER'S V = 0.22453
CONTINGENCY COEFFICIENT = 0.21907
LAMBDA (ASYMMETRIC) = 0.0 WITH SCRA7778 DEPENDENT. = 0.11765 WITH TGRADE DEPENDENT.
LAMBDA (SYMMETRIC) = 0.06838
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.03465 WITH SCRA7778 DEPENDENT. = 0.04141 WITH TGRADE DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.03773
KENDALL'S TAU B = 0.13491. SIGNIFICANCE = 0.0482
KENDALL'S TAU C = 0.13087. SIGNIFICANCE = 0.0487
GAMMA = 0.26892
SOMERS'S D (ASYMMETRIC) = 0.13161 WITH SCRA7778 DEPENDENT. = 0.13747 WITH TGRADE DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.13447
ETA = 0.12011 WITH SCRA7778 DEPENDENT. = 0.22453 WITH TGRADE DEPENDENT.
PEARSON'S R = 0.12011 SIGNIFICANCE = 0.0737

NUMBER OF MISSING OBSERVATIONS = 507

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL HIGLO 80-81 PLANNING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAFIRAU FOR FLEMING
FILE   FLEMSAMP (CREATION DATE = 01/25/93)   FLEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   SCXA7778  % BLACKS IN FIRST 77-79 SCHOOL ATTENDED     BY CGRADE    GRADE DURING 1981-82 SCHOOL YEAR--WGT 12
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                  CGRADE
          COUNT   |
          ROW PCT |                          ROW
          COL PCT |                          TOTAL
          TOT PCT |    5    |    6    |
SCXA7778  --------|---------|---------|
              1   |   55    |   39    |    94
  81-100% BLACK   |  58.5   |  41.5   |  65.7
                  |  78.5   |  60.0   |
                  |  38.5   |  27.3   |
                 -|---------|---------|
              2   |    0    |    1    |     1
  61-80%  BLACK   |   0.0   |  100.0  |   0.7
                  |   0.0   |   1.5   |
                  |   0.0   |   0.7   |
                 -|---------|---------|
              3   |    1    |    5    |     6
  41-60%  BLACK   |  16.7   |  83.3   |   4.2
                  |   1.3   |   7.7   |
                  |   0.7   |   3.5   |
                 -|---------|---------|
              4   |    1    |    0    |     1
  21-40%  BLACK   | 100.0   |   0.0   |   0.7
                  |   1.3   |   0.0   |
                  |   0.7   |   0.0   |
                 -|---------|---------|
              5   |   21    |   20    |    41
  0%-20%  BLACK   |  51.2   |  48.8   |  28.7
                  |  26.9   |  30.8   |
                  |  14.7   |  14.0   |
                 -|---------|---------|
          COLUMN  |   78    |   65    |   143
          TOTAL   |  54.5   |  45.5   | 100.0

     4 OUT OF    10 ( 40.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.455
RAW CHI SQUARE =      6.28458 WITH      4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.1789
CRAMER'S V =  0.20964
CONTINGENCY COEFFICIENT =  0.20514
LAMBDA (ASYMMETRIC) =  0.0      WITH SCXA7778 DEPENDENT.          =  0.07692 WITH CGRADE   DEPENDENT.
LAMBDA (SYMMETRIC) =  0.04386
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.03035 WITH SCXA7778 DEPENDENT.          =  0.03685 WITH CGRADE   DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.03329
KENDALL'S TAU B =  0.08396.     SIGNIFICANCE =  0.1419
KENDALL'S TAU C =  0.08607.     SIGNIFICANCE =  0.1419
GAMMA =  0.17600
SOMERS'S D (ASYMMETRIC) =  0.08678 WITH SCXA7778 DEPENDENT.          =  0.08994 WITH CGRADE   DEPENDENT.
SOMERS'S D (SYMMETRIC) =  0.08735
ETA =  0.07163 WITH SCXA7778 DEPENDENT.          =  0.20977 WITH CGRADE   DEPENDENT.
PEARSON'S R =  0.07163  SIGNIFICANCE =  0.1978

NUMBER OF MISSING OBSERVATIONS =  511
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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS [illegible]
COMPREHENSIVE SCHOOL STUDENT SAMPLE--PREP.BY ZAFIRAU FOR FLEMING
FILE ELEMSAPP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * *
SCXA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY SEXN 1=MALE 2=FEMALE -999=MISSING DATA
* PAGE 1 OF 1

SCXA7778	SEXN: MALE (1)	SEXN: FEMALE (2)	ROW TOTAL
1 81-100% BLACK	71	62	133
ROW PCT	53.4	46.6	62.4
COL PCT	62.3	62.6	
TOT PCT	33.3	29.1	
2 61-80% BLACK	4	1	5
ROW PCT	80.0	20.0	2.3
COL PCT	3.5	1.0	
TOT PCT	1.9	0.5	
3 41-60% BLACK	8	4	12
ROW PCT	66.7	33.3	5.6
COL PCT	7.0	4.0	
TOT PCT	3.8	1.9	
4 21-40% BLACK	1	1	2
ROW PCT	50.0	50.0	0.9
COL PCT	0.9	1.0	
TOT PCT	0.5	0.5	
5 0%-20% BLACK	30	31	61
ROW PCT	49.2	50.8	28.6
COL PCT	26.3	31.3	
TOT PCT	14.1	14.6	
COLUMN TOTAL	114	99	213
	53.5	46.5	100.0

4 OUT OF 10 (40.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.930
RAW CHI SQUARE = 2.71587 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6064
CRAMER'S V = 0.11292
CONTINGENCY COEFFICIENT = 0.11221
LAMBDA (ASYMMETRIC) = 0.0 WITH SCXA7778 DEPENDENT. = 0.01010 WITH SEXN DEPENDENT.
LAMBDA (SYMMETRIC) = 0.00559
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.00709 WITH SCXA7778 DEPENDENT. = 0.00970 WITH SEXN DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.00819
KENDALL'S TAU B = 0.01718. SIGNIFICANCE = 0.3978
KENDALL'S TAU C = 0.01755. SIGNIFICANCE = 0.3978
GAMMA = 0.03363
SOMERS'S D (ASYMMETRIC) = 0.01763 WITH SCXA7778 DEPENDENT. = 0.01673 WITH SEXN DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.01717
ETA = 0.03327 WITH SCXA7778 DEPENDENT. = 0.11292 WITH SEXN DEPENDENT.
PEARSON'S R = 0.03328 SIGNIFICANCE = 0.3146

NUMBER OF MISSING OBSERVATIONS = 441

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIGLE  80-81 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAFIRAU FOR FLEMING
FILE   FLEMSAMP (CREATION DATE = 01/25/83)   ELEM.LONGITUDINAL STUDY OF DISCRPP.READING PATTERNS

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    SCXA7778  % BLACKS IN FIRST 77-78 SCHOOL ATTENDED     BY  RACEW    1=NAT.AMER.  2=WHIT  3=BLK 4=ASIAN 5=HISP
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1
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		RACEW			
	COUNT / ROW PCT / COL PCT / TOT PCT	WHITE 2	BLACK 3	HISPANIC 5	ROW TOTAL
SCXA7778					
1		2	130	1	133
81-100% BLACK		1.5	97.7	0.8	62.4
		3.4	90.3	10.0	
		0.9	61.0	0.5	
2		2	3	0	5
61-80% BLACK		40.0	60.0	0.0	2.3
		3.4	2.1	0.0	
		0.9	1.4	0.0	
3		4	8	0	12
41-60% BLACK		33.3	66.7	0.0	5.6
		6.8	5.6	0.0	
		1.9	3.8	0.0	
4		1	0	1	2
21-40% BLACK		50.0	0.0	50.0	0.9
		1.7	0.0	10.0	
		0.5	0.0	0.5	
5		50	3	8	61
0%-20% BLACK		82.0	4.9	13.1	28.6
		84.7	2.1	80.0	
		23.5	1.4	3.8	
COLUMN TOTAL		59	144	10	213
		27.7	67.6	4.7	100.0

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    9 OUT OF    15 ( 60.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.094
RAW CHI SQUARE =   176.45454 WITH      8 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0
CRAMER'S V =  0.64359
CONTINGENCY COEFFICIENT =  0.67311
LAMBDA (ASYMMETRIC) =  0.68750 WITH SCXA7778 DEPENDENT.          =  0.69565 WITH RACEW    DEPENDENT.
LAMBDA (SYMMETRIC) =  0.69128
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.49042 WITH SCXA7778 DEPENDENT.          =  0.60744 WITH RACEW    DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.54269
KENDALL'S TAU B = -0.59820.     SIGNIFICANCE =  0.0000
KENDALL'S TAU C = -0.44257.     SIGNIFICANCE =  0.0000
GAMMA = -0.76297
SOMERS'S D (ASYMMETRIC) = -0.63585 WITH SCXA7778 DEPENDENT.          = -0.58277 WITH RACEW    DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.59708
ETA =  0.88407 WITH SCXA7778 DEPENDENT.          =  0.39653 WITH RACEW    DEPENDENT.
PEARSON'S R = -0.36735  SIGNIFICANCE =  0.0000

NUMBER OF MISSING OBSERVATIONS =  441
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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL BLACK [illegible]
COMPREHENSIVE SCHOOL STUDENT SAMPLE--PREP.BY ZAFIRAU AND FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCIP.PLACING PATTERNS

CROSSTABULATION OF SCXA777P % BLACKS IN FIRST 7TH SCHOOL ATTENDED BY LUNCHCK 0=FREE 1=PAID 2=RED.PRICE 3=NON-PART 9=MD
PAGE 1 OF 1

	LUNCHCK			
SCXA777P	COUNT / ROW PCT / COL PCT / TOT PCT	1 FREE	2 RED.PRIC PAID	3	ROW TOTAL
1 81-100% BLACK		107 / 82.9 / 64.8 / 53.2	7 / 5.4 / 53.8 / 3.5	15 / 11.6 / 65.2 / 7.5	129 / 64.2
2 61-80% BLACK		4 / 80.0 / 2.4 / 2.0	1 / 20.0 / 7.7 / 0.5	0 / 0.0 / 0.0 / 0.0	5 / 2.5
3 41-60% BLACK		10 / 90.9 / 6.1 / 5.0	1 / 9.1 / 7.7 / 0.5	0 / 0.0 / 0.0 / 0.0	11 / 5.5
4 21-40% BLACK		1 / 50.0 / 0.6 / 0.5	1 / 50.0 / 7.7 / 0.5	0 / 0.0 / 0.0 / 0.0	2 / 1.0
5 0%-20% BLACK		43 / 79.6 / 26.1 / 21.4	3 / 5.6 / 23.1 / 1.5	8 / 14.8 / 34.8 / 4.0	54 / 26.9
COLUMN TOTAL		165 / 82.1	13 / 6.5	23 / 11.4	201 / 100.0

9 OUT OF 15 (60.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.129
RAW CHI SQUARE = 10.68783 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2200
CRAMER'S V = 0.16305
CONTINGENCY COEFFICIENT = 0.22470
LAMBDA (ASYMMETRIC) = C.0 WITH SCXA777P DEPENDENT. = 0.0 WITH LUNCHCK DEPENDENT.
LAMBDA (SYMMETRIC) = 0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.02321 WITH SCXA777P DEPENDENT. = 0.03694 WITH LUNCHCK DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.02851
KENDALL'S TAU B = 0.03161. SIGNIFICANCE = 0.3183
KENDALL'S TAU C = C.01886. SIGNIFICANCE = 0.3183
GAMMA = 0.07772
SOMERS'S D (ASYMMETRIC) = 0.04071 WITH SCXA777P DEPENDENT. = 0.02459 WITH LUNCHCK DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.03063
ETA = 0.03984 WITH SCXA777P DEPENDENT. = 0.09372 WITH LUNCHCK DEPENDENT.
PEARSON'S R = 0.03819 SIGNIFICANCE = 0.2954

NUMBER OF MISSING OBSERVATIONS = 453

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIGLE 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIPAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/93) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

* CROSSTABULATION OF *
SCXA777P % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY BIRTHPLACE BIRTHPLACE--1=CLEV 2=CUYA 3=OH 4=US 5=FOR
* PAGE 1 OF 1

SCXA777P	BIRTHPLACE	1 CLEVELAND	2 CUYAHOGA COUNTY	3 OHIO	4 OTHER U.S.	5 FOREIGN COUNTRY	ROW TOTAL
1 81-100% BLACK	1	124	1	1	6	0	132
		93.9	0.8	0.8	4.5	0.0	62.6
		66.3	14.3	50.0	54.5	0.0	
		58.8	0.5	0.5	2.8	0.0	
2 61-80% BLACK	2	4	1	0	0	0	5
		80.0	20.0	0.0	0.0	0.0	2.4
		2.1	14.3	0.0	0.0	0.0	
		1.9	0.5	0.0	0.0	0.0	
3 41-60% BLACK	3	9	1	1	1	0	12
		75.0	8.3	8.3	9.1	0.0	5.7
		4.8	14.3	50.0	9.1	0.0	
		4.3	0.5	0.5	0.5	0.0	
4 21-40% BLACK	4	2	0	0	0	0	2
		100.0	0.0	0.0	0.0	0.0	0.9
		1.1	0.0	0.0	0.0	0.0	
		0.9	0.0	0.0	0.0	0.0	
5 0%-20% BLACK	5	48	4	0	4	4	60
		80.0	6.7	0.0	6.7	6.7	28.4
		25.7	57.1	0.0	36.4	100.0	
		22.7	1.9	0.0	1.9	1.9	
COLUMN TOTAL		187	7	2	11	4	211
		88.6	3.3	0.9	5.2	1.9	100.0

21 OUT OF 25 (84.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.019
RAW CHI SQUARE = 29.65627 WITH 16 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0199
CRAMER'S V = 0.18745
CONTINGENCY COEFFICIENT = 0.35104
LAMBDA (ASYMMETRIC) = 0.08861 WITH SCXA777B DEPENDENT. = 0.0 WITH BIRPLACE DEPENDENT.
LAMBDA (SYMMETRIC) = 0.06796
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.06145 WITH SCXA777P DEPENDENT. = 0.11794 WITH PIRPLACE DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.08080
KENDALL'S TAU B = 0.20031. SIGNIFICANCE = 0.0011
KENDALL'S TAU C = 0.08211. SIGNIFICANCE = 0.0011
GAMMA = 0.49039
SOMERS'S D (ASYMMETRIC) = 0.31617 WITH SCXA777B DEPENDENT. = 0.12691 WITH BIRPLACE DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.18112
ETA = 0.26557 WITH SCXA777A DEPENDENT. = 0.20168 WITH PIRPLACE DEPENDENT.
PEARSEN'S R = 0.19GPP SIGNIFICANCE = 0.0027

NUMBER OF MISSING OBSERVATIONS = 443

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL FIELD 80-81 READING.
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAPIPAU FOR PERMIRE
FILE   ELEMSAMP (CREATION DATE = 01/25/83)   ELEM.LONGITUDINAL STUDY OF DISCRIP.READING PATTERNS

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   SCHA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED     BY  T2STAY9   SPRING 1981 CTBS READING COMP. STANINE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1
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SCHA7778	COUNT / ROW PCT / COL PCT / TOT PCT	T2STAY9 1	2	7	8	9	ROW TOTAL
1		20	59	32	14	8	133
81-100% BLACK		15.0	44.4	24.1	10.5	6.0	62.4
		60.6	69.4	52.5	73.0	57.1	
		9.4	27.7	15.0	6.6	3.8	
2		0	1	3	0	1	5
61-80% BLACK		0.0	20.0	60.0	0.0	20.0	2.3
		0.0	1.2	4.9	0.0	7.1	
		0.0	0.5	1.4	0.0	0.5	
3		3	6	3	0	0	12
41-60% BLACK		25.0	50.0	25.0	0.0	0.0	5.6
		9.1	7.1	4.9	0.0	0.0	
		1.4	2.8	1.4	0.0	0.0	
4		0	1	0	1	0	2
21-40% BLACK		0.0	50.0	0.0	50.0	0.0	0.9
		0.0	1.2	0.0	5.0	0.0	
		0.0	0.5	0.0	0.5	0.0	
5		10	18	23	5	5	61
0%-20% BLACK		16.4	29.5	37.7	8.2	8.2	28.6
		30.3	21.2	37.7	25.0	35.7	
		4.7	8.5	10.8	2.3	2.3	
COLUMN TOTAL		33	85	61	20	14	213
		15.5	39.9	28.6	9.4	6.6	100.0

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  16 OUT OF    25 ( 64.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.131
RAW CHI SQUARE =    18.05586 WITH    16 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.3206
CRAMER'S V =  0.14558
CONTINGENCY COEFFICIENT =  0.27954
LAMBDA (ASYMMETRIC) =  0.0     WITH SCHA7778 DEPENDENT.          =  0.05469 WITH T2STAY9  DEPENDENT.
LAMBDA (SYMMETRIC) =  0.03369
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.04896 WITH SCHA7778 DEPENDENT.          =  0.03241 WITH T2STAY9  DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.03884
KENDALL'S TAU B =  0.05497.     SIGNIFICANCE =  0.1927
KENDALL'S TAU C =  0.04226.     SIGNIFICANCE =  0.1927
GAMMA =  0.08821
SOMERS'S D (ASYMMETRIC) =  0.04686 WITH SCHA7778 DEPENDENT.          =  0.06449 WITH T2STAY9  DEPENDENT.
SOMERS'S D (SYMMETRIC) =  0.05428
ETA =  0.14814 WITH SCHA7778 DEPENDENT.          =  0.13493 WITH T2STAY9  DEPENDENT.
PEARSEN'S R =  0.09122  SIGNIFICANCE =  0.0921

NUMBER OF MISSING OBSERVATIONS =  441
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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL HIGLO  80-81 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZABIRAU FOR FLEMING
FILE   ELEMSAPP (CREATION DATE = 01/29/83)   ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N  O F  * * * * * * * * * * * * * * * * * *
   SCRA7778  % BLACKS IN FIRST 77-78 SCHOOL ATTENDED      BY  METAUDS   METRO.LONG.READINESS AUDITORY DISC.STAYS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    METAUDS
          COUNT   |
          ROW PCT |
          COL PCT |
          TOT PCT |    1    |    2    |    3    |    4    |    5    |    6    |    7    |    8    |    9    | ROW TOTAL
SCRA7778  ---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
        1 |    1    |    1    |   11    |   21    |   22    |   14    |    1    |    6    |    5    |    82
  81-100% BLACK    |   1.2   |   1.2   |  13.4   |  25.6   |  26.8   |  17.1   |   1.2   |   7.3   |   6.1   |   61.7
                   |  33.3   |  14.3   |  52.4   |  55.3   |  84.6   |  70.0   |  25.0   |  100.0  |  62.5   |
                   |   0.8   |   0.8   |   8.3   |  15.8   |  16.5   |  10.5   |   0.8   |   4.5   |   3.8   |
                  -|---------|---------|---------|---------|---------|---------|---------|---------|---------|
        2 |    1    |    0    |    0    |    1    |    0    |    1    |    0    |    0    |    0    |     3
  61-80% BLACK     |  33.3   |   0.0   |   0.0   |  33.3   |   0.0   |  33.3   |   0.0   |   0.0   |   0.0   |    2.3
                   |  33.3   |   0.0   |   0.0   |   2.6   |   0.0   |   5.0   |   0.0   |   0.0   |   0.0   |
                   |   0.8   |   0.0   |   0.0   |   0.8   |   0.0   |   0.8   |   0.0   |   0.0   |   0.0   |
                  -|---------|---------|---------|---------|---------|---------|---------|---------|---------|
        3 |    1    |    1    |    0    |    5    |    1    |    0    |    0    |    0    |    0    |     8
  41-60% BLACK     |  12.5   |  12.5   |   0.0   |  62.5   |  12.5   |   0.0   |   0.0   |   0.0   |   0.0   |    6.0
                   |  33.3   |  14.3   |   0.0   |  13.2   |   3.8   |   0.0   |   0.0   |   0.0   |   0.0   |
                   |   0.8   |   0.8   |   0.0   |   3.8   |   0.8   |   0.0   |   0.0   |   0.0   |   0.0   |
                  -|---------|---------|---------|---------|---------|---------|---------|---------|---------|
        4 |    0    |    0    |    1    |    0    |    0    |    0    |    0    |    0    |    1    |     2
  21-40% BLACK     |   0.0   |   0.0   |  50.0   |   0.0   |   0.0   |   0.0   |   0.0   |   0.0   |  50.0   |    1.5
                   |   0.0   |   0.0   |   4.8   |   0.0   |   0.0   |   0.0   |   0.0   |   0.0   |  12.5   |
                   |   0.0   |   0.0   |   0.8   |   0.0   |   0.0   |   0.0   |   0.0   |   0.0   |   0.8   |
                  -|---------|---------|---------|---------|---------|---------|---------|---------|---------|
        5 |    0    |    5    |    9    |   11    |    3    |    5    |    3    |    0    |    2    |    38
  0%-20% BLACK     |   0.0   |  13.2   |  23.7   |  28.9   |   7.9   |  13.2   |   7.9   |   0.0   |   5.3   |   28.6
                   |   0.0   |  71.4   |  42.9   |  29.9   |  11.5   |  25.0   |  75.0   |   0.0   |  25.0   |
                   |   0.0   |   3.8   |   6.8   |   8.3   |   2.3   |   3.8   |   2.3   |   0.0   |   1.5   |
                  -|---------|---------|---------|---------|---------|---------|---------|---------|---------|
          COLUMN   |    3    |    7    |   21    |   38    |   26    |   20    |    4    |    8    |    8    |   133
           TOTAL   |   2.3   |   5.3   |  15.8   |  28.6   |  19.5   |  15.0   |   3.0   |   6.0   |   6.0   |  100.0

   37 OUT OF    45 ( 82.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.045
RAW CHI SQUARE =    58.72519 WITH    32 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0027
CRAMER'S V =  0.33229
CONTINGENCY COEFFICIENT =  0.55344
LAMBDA (ASYMMETRIC) =  0.11765 WITH SCRA7778 DEPENDENT.          =  0.02105 WITH METAUDS  DEPENDENT.
LAMBDA (SYMMETRIC) =  0.05479
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.19467 WITH SCRA7778 DEPENDENT.          =  0.09935 WITH METAUDS  DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.13156
KENDALL'S TAU B = -0.19533.     SIGNIFICANCE =  0.0041
KENDALL'S TAU C = -0.16182.     SIGNIFICANCE =  0.0041
GAMMA = -0.28907
SOMERS'S D (ASYMMETRIC) = -0.15735 WITH SCRA7778 DEPENDENT.          = -0.24248 WITH METAUDS  DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.19085
ETA =  0.40330 WITH SCRA7778 DEPENDENT.          =  0.27233 WITH METAUDS  DEPENDENT.
PEARSON'S R = -0.37397  SIGNIFICANCE =  0.0228

NUMBER OF MISSING OBSERVATIONS =   521
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APPENDIX D (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIGLU AD-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREPARED BY ZAFIRAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCRIM.READING PATTERNS

CROSSTABULATION OF SCHOOL ATTENDED BY METVISS MET.READING.READINESS VISUAL DISCRIM.STATS
PAGE 1 OF 1

SCHOOL ATTENDED	METVISS 1	2	3	4	5	6	7	8	9	ROW TOTAL
1	0	6	18	12	14	9	7	9	6	81
81-100% BLACK	0.0	7.4	22.2	14.8	17.3	11.1	8.6	11.1	7.4	61.4
	0.0	50.0	72.0	52.2	56.0	64.3	30.0	81.8	60.0	
	0.0	4.5	13.6	9.1	10.6	6.8	5.3	6.8	4.5	
2	1	1	0	0	0	1	0	0	0	3
61-80% BLACK	33.3	33.3	0.0	0.0	0.0	33.3	0.0	0.0	0.0	2.3
	50.0	8.3	0.0	0.0	0.0	7.1	0.0	0.0	0.0	
	0.8	0.8	0.0	0.0	0.0	0.8	0.0	0.0	0.0	
3	1	2	0	2	1	1	1	0	0	8
41-60% BLACK	12.5	25.0	0.0	25.0	12.5	12.5	12.5	0.0	0.0	6.1
	50.0	16.7	0.0	9.7	4.0	7.1	10.0	0.0	0.0	
	0.8	1.5	0.0	1.5	0.8	0.8	0.8	0.0	0.0	
4	0	0	0	1	0	0	0	0	1	2
21-40% BLACK	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	50.0	1.5
	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0	10.0	
	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.8	
5	0	3	7	8	10	3	2	2	3	38
0%-20% BLACK	0.0	7.9	18.4	21.1	26.3	7.9	5.3	5.3	7.9	28.8
	0.0	25.0	28.0	34.8	40.0	21.4	20.0	18.2	30.0	
	0.0	2.3	5.3	6.1	7.6	2.3	1.5	1.5	2.3	
COLUMN TOTAL	2 1.5	12 9.1	25 18.9	23 17.4	25 18.9	14 10.6	10 7.6	11 8.3	10 7.6	132 100.0

34 OUT OF 45 (75.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.030
RAW CHI SQUARE = 51.84182 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0194
CRAMER'S V = 0.31274
CONTINGENCY COEFFICIENT = 0.53029
LAMBDA (ASYMMETRIC) = 0.01961 WITH SCHA7770 DEPENDENT. = 0.06542 WITH METVISS DEPENDENT.
LAMBDA (SYMMETRIC) = 0.05063
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.13619 WITH SCHA7770 DEPENDENT. = 0.06487 WITH METVISS DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.08789
KENDALL'S TAU B = -0.09464. SIGNIFICANCE = 0.2196
KENDALL'S TAU C = -0.04807. SIGNIFICANCE = 0.2196
GAMMA = -0.08261
SOMERS'S D (ASYMMETRIC) = -0.04473 WITH SCHA7770 DEPENDENT. = -0.03172 WITH METVISS DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.05509
ETA = 0.17971 WITH SCHA7770 DEPENDENT. = 0.21406 WITH METVISS DEPENDENT.
PEARSON'S R = -0.05194 SIGNIFICANCE = 0.2775

NUMBER OF MISSING OBSERVATIONS = 522

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS AS-SI READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAFIRAU FOR FLEMING
FILE FLEMSAMP (CREATION DATE = 01/25/83) FLEM.LONGITUDINAL STUDY OF DISCRIP.PEACING PATTERNS

CROSSTABULATION OF SCXA7778 X BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY METLANGS METRO.LONG.READINESS LANGUAGE STANINE SC

SCXA7778	METLANGS 1	2	3	4	5	6	7	8	9	ROW TOTAL
1	0	3	8	28	7	18	9	4	6	83
81-100% BLACK	0.0	3.6	9.6	33.7	8.4	21.7	10.8	4.8	7.2	61.9
	C.0	37.5	47.1	68.3	58.3	62.1	64.3	100.0	75.0	
	0.0	2.2	6.0	20.9	5.2	13.4	6.7	3.0	4.5	
2	1	0	0	0	0	1	1	0	0	3
61-80% BLACK	33.3	0.0	0.0	0.0	0.0	33.3	33.3	0.0	0.0	2.2
	100.0	0.0	0.0	0.0	0.0	3.4	7.1	0.0	0.0	
	0.7	0.0	0.0	0.0	0.0	0.7	0.7	0.0	0.0	
3	0	1	2	3	0	2	0	0	0	8
41-60% BLACK	0.0	12.5	25.0	37.5	0.0	25.0	0.0	0.0	0.0	6.0
	C.0	12.5	11.8	7.3	0.0	6.9	0.0	0.0	0.0	
	0.0	0.7	1.5	2.2	0.0	1.5	0.0	0.0	0.0	
4	0	0	1	0	0	0	0	0	1	2
21-40% BLACK	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	1.5
	0.0	0.0	5.9	0.0	0.0	0.0	0.0	0.0	12.5	
	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.7	
5	0	4	6	10	5	8	4	0	1	38
0%-20% BLACK	0.0	10.5	15.8	26.3	13.2	21.1	10.5	0.0	2.6	28.4
	0.0	50.0	35.3	24.4	41.7	27.6	28.6	0.0	12.5	
	0.0	3.0	4.5	7.5	3.7	6.0	3.0	0.0	0.7	
COLUMN TOTAL	1 0.7	8 6.0	17 12.7	41 30.6	12 9.0	29 21.6	14 10.4	4 3.0	8 6.0	134 100.0

38 OUT OF 45 (84.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.015
RAW CHI SQUARE = 68.91510 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0002
CRAMER'S V = 0.35857
CONTINGENCY COEFFICIENT = 0.50277
LAMBDA (ASYMMETRIC) = 0.03922 WITH SCXA7778 DEPENDENT. = 0.02151 WITH METLANGS DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02778
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.13012 WITH SCXA777P DEPENDENT. = 0.06695 WITH METLANGS DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.08842
KENDALL'S TAU B = -C.12500. SIGNIFICANCE = 0.0403
KENDALL'S TAU C = -C.10623. SIGNIFICANCE = 0.0403
GAMMA = -0.19331
SOMERS'S D (ASYMMETRIC) = -0.10409 WITH SCXA7778 DEPENDENT. = -0.15988 WITH METLANGS DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.12608
ETA = 0.23279 WITH SCXA7778 DEPENDENT. = 0.28576 WITH METLANGS DEPENDENT.
PEARSEN'S R = -0.14745 SIGNIFICANCE = 0.0446

NUMBER OF MISSING OBSERVATIONS = 520

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL FIELD AD-91 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIPAU FOR FLEISHMAN
FILE FLEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCRIM.READING PATTERNS

* CROSSTABULATION OF *
SCXA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY PETPRES MET.READ.READINESS PRE-READING STANINE 5
* PAGE 1 OF 1

SCXA7778	METPROS	1	2	3	4	5	6	7	8	9	ROW TOTAL
1		1	4	12	21	15	15	6	4	5	83
A1-100% BLACK		1.2	4.8	14.5	25.3	18.1	18.1	7.2	4.8	6.0	61.9
		33.3	44.4	54.5	61.8	57.7	75.0	75.0	66.7	83.3	
		0.7	3.0	9.0	15.7	11.2	11.2	4.5	3.0	3.7	
2		1	0	1	0	0	1	0	0	0	3
61-80% BLACK		33.3	0.0	33.3	0.0	0.0	33.3	0.0	0.0	0.0	2.2
		33.3	0.0	4.5	0.0	0.0	5.0	0.0	0.0	0.0	
		0.7	0.0	0.7	0.0	0.0	0.7	0.0	0.0	0.0	
3		1	1	2	2	2	0	0	0	0	8
41-60% BLACK		12.5	12.5	25.0	25.0	25.0	0.0	0.0	0.0	0.0	6.0
		33.3	11.1	9.1	5.9	7.7	0.0	0.0	0.0	0.0	
		0.7	0.7	1.5	1.5	1.5	0.0	0.0	0.0	0.0	
4		0	0	1	0	0	0	0	0	1	2
21-40% BLACK		0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	1.5
		0.0	0.0	4.5	0.0	0.0	0.0	0.0	0.0	16.7	
		0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.7	
5		0	4	6	11	9	4	2	2	0	38
0%-20% BLACK		0.0	10.5	15.8	28.9	23.7	10.5	5.3	5.3	0.0	28.4
		0.0	44.4	27.3	32.4	34.6	20.0	25.0	33.3	0.0	
		0.0	3.0	4.5	8.2	6.7	3.0	1.5	1.5	0.0	
COLUMN TOTAL		3	9	22	34	26	20	8	6	6	134
		2.2	6.7	16.4	25.4	19.4	14.9	6.0	4.5	4.5	100.0

36 OUT OF 45 (80.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.045
RAW CHI SQUARE = 42.25883 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1081
CRAMER'S V = 0.28079
CONTINGENCY COEFFICIENT = 0.48965
LAMBDA (ASYMMETRIC) = 0.0 WITH SCXA7778 DEPENDENT. = 0.02000 WITH PETPROS DEPENDENT.
LAMBDA (SYMMETRIC) = 0.01325
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.12367 WITH SCXA777P DEPENDENT. = 0.06123 WITH METPROS DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.08151
KENDALL'S TAU B = -0.12880. SIGNIFICANCE = 0.0396
KENDALL'S TAU C = -0.10735. SIGNIFICANCE = 0.0396
GAMMA = -0.19203
SOMERS'S D (ASYMMETRIC) = -0.10270 WITH SCXA7778 DEPENDENT. = -0.16153 WITH METPROS DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.12557
ETA = 0.19151 WITH SCXA777A DEPENDENT. = 0.20217 WITH PETPROS DEPENDENT.
PEARSON'S R = -0.13274 SIGNIFICANCE = 0.0637

NUMBER OF MISSING OBSERVATIONS = 520

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL HIGLD 80-81 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAFIPAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/93) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

CROSSTABULATION OF SCXA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY LITSBOB1 80-81 SDAT LITERAL SUBTEST STANINE SCORE

SCXA7778	LITSBOB1 1	2	3	4	5	6	7	8	9	ROW TOTAL
1	7	13	28	18	17	11	8	2	7	111
81-100% BLACK	6.3	11.7	25.2	16.2	15.3	9.9	7.2	1.8	6.3	67.3
	63.6	65.0	73.7	64.3	81.0	68.8	47.1	100.0	58.3	
	4.2	7.9	17.0	10.9	10.3	6.7	4.8	1.2	4.2	
2	0	0	0	0	0	0	0	0	1	1
61-80% BLACK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.6
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	
3	1	1	2	1	1	0	0	0	0	6
41-60% BLACK	16.7	16.7	33.3	16.7	16.7	0.0	0.0	0.0	0.0	3.6
	9.1	5.0	5.3	3.6	4.8	0.0	0.0	0.0	0.0	
	0.6	0.6	1.2	0.6	0.6	0.0	0.0	0.0	0.0	
4	0	1	0	0	0	0	0	0	0	1
21-40% BLACK	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
	0.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
5	3	5	8	9	3	5	9	0	4	46
0%-20% BLACK	6.5	10.9	17.4	19.6	6.5	10.9	19.6	0.0	8.7	27.9
	27.3	25.0	21.1	32.1	14.3	31.3	52.9	0.0	33.3	
	1.8	3.0	4.8	5.5	1.8	3.0	5.5	0.0	2.4	
COLUMN TOTAL	11	20	38	28	21	16	17	2	12	165
	6.7	12.1	23.0	17.0	12.7	9.7	10.3	1.2	7.3	100.0

33 OUT OF 45 (73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.012
RAW CHI SQUARE = 32.30191 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4518
CRAMER'S V = 0.22123
CONTINGENCY COEFFICIENT = 0.40462
LAMBDA (ASYMMETRIC) = 0.01852 WITH SCXA7778 DEPENDENT. = 0.02362 WITH LITSBOB1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.02210
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.08769 WITH SCXA7778 DEPENDENT. = 0.03457 WITH LITSBOB1 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.04959
KENDALL'S TAU B = 0.05402. SIGNIFICANCE = 0.2388
KENDALL'S TAU C = 0.04279. SIGNIFICANCE = 0.2388
GAMMA = 0.08462
SOMERS'S D (ASYMMETRIC) = 0.03993 WITH SCXA7778 DEPENDENT. = 0.07310 WITH LITSBOB1 DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.05165
ETA = 0.22611 WITH SCXA7778 DEPENDENT. = 0.24203 WITH LITSBOB1 DEPENDENT.
PEARSON'S R = 0.07095 SIGNIFICANCE = 0.1826

NUMBER OF MISSING OBSERVATIONS = 489

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIGLD 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAFIRAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

* CROSSTABULATION OF *
SCRA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY TOTSAOR1 80-81 SPRI TOTAL STANINE SCORE
* PAGE 1 OF 1

SCRA7778	COUNT / ROW PCT / COL PCT / TOT PCT	TOTSAOR1 1	2	3	4	5	6	7	8	9	ROW TOTAL
1 81-100% BLACK		8	15	30	16	14	13	10	2	3	111
		7.2	13.5	27.0	14.4	12.6	11.7	9.0	1.8	2.7	67.3
		66.7	83.3	76.9	51.6	87.5	59.1	52.6	66.7	60.0	
		4.8	9.1	18.2	9.7	8.5	7.9	6.1	1.2	1.8	
2 61-80% BLACK		0	0	0	0	0	0	0	0	1	1
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.6
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	
3 41-60% BLACK		0	2	2	2	0	0	0	0	0	6
		0.0	33.3	33.3	33.3	0.0	0.0	0.0	0.0	0.0	3.6
		0.0	11.1	5.1	6.5	0.0	0.0	0.0	0.0	0.0	
		0.0	1.2	1.2	1.2	0.0	0.0	0.0	0.0	0.0	
4 21-40% BLACK		1	0	0	0	0	0	0	0	0	1
		100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
		8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
5 0%-20% BLACK		3	1	7	13	2	9	9	1	1	46
		6.5	2.2	15.2	28.3	4.3	19.6	19.6	2.2	2.2	27.9
		25.0	5.6	17.9	41.9	12.5	40.9	47.4	33.3	20.0	
		1.8	0.6	4.2	7.9	1.2	5.5	5.5	0.6	0.6	
COLUMN TOTAL		12 7.3	18 10.9	39 23.6	31 18.8	16 9.7	22 13.3	19 11.5	3 1.8	5 3.0	165 100.0

33 OUT OF 45 (73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.018
RAW CHI SQUARE = 67.68645 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0002
CRAMER'S V = 0.32029
CONTINGENCY COEFFICIENT = 0.53934
LAMBDA (ASYMMETRIC) = 0.0 WITH SCRA7778 DEPENDENT. = 0.06349 WITH TOTSAOR1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04444
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.14328 WITH SCRA7778 DEPENDENT. = 0.05740 WITH TOTSAOR1 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.08196
KENDALL'S TAU B = 0.13305. SIGNIFICANCE = 0.0202
KENDALL'S TAU C = 0.10709. SIGNIFICANCE = 0.0202
GAMMA = 0.21404
SOMERS'S D (ASYMMETRIC) = 0.10173 WITH SCRA7778 DEPENDENT. = 0.19473 WITH TOTSAOR1 DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.13118
ETA = 0.30359 WITH SCRA7778 DEPENDENT. = 0.30477 WITH TOTSAOR1 DEPENDENT.
PEARSON'S R = 0.14240 SIGNIFICANCE = 0.0338

NUMBER OF MISSING OBSERVATIONS = 449

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS AD-01 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAPIRAU FOR FLEMING
FILE FLEMSAPP (CREATION DATE = 01/29/93) FLEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

* C R O S S T A B U L A T I O N O F *
SCRA7778 % BLACKS IN FIRST 77-78 SCHOOL ATTENDED BY INFSPOR1 AD-01 SPRT INFERENTIAL STANINE SCORE
* PAGE 1 OF 1

SCRA7778	INFSPOR1 1	2	3	4	5	6	7	8	9	ROW TOTAL
1	13	12	29	17	15	13	7	4	1	111
81-100% BLACK	11.7	10.8	26.1	15.3	13.5	11.7	6.3	3.6	0.9	67.3
	86.7	66.7	78.4	56.7	71.4	54.2	63.6	66.7	33.3	
	7.9	7.3	17.6	10.3	9.1	7.9	4.2	2.4	0.6	
2	0	0	0	0	0	0	0	0	1	1
61-80% BLACK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.6
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	
3	0	2	1	3	0	0	0	0	0	6
41-60% BLACK	0.0	33.3	16.7	50.0	0.0	0.0	0.0	0.0	0.0	3.6
	0.0	11.1	2.7	10.0	0.0	0.0	0.0	0.0	0.0	
	0.0	1.2	0.6	1.8	0.0	0.0	0.0	0.0	0.0	
4	1	0	0	0	0	0	0	0	0	1
21-40% BLACK	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
	4.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
5	1	4	7	10	6	11	4	2	1	46
0%-20% BLACK	2.2	8.7	15.2	21.7	13.0	23.9	8.7	4.3	2.2	27.9
	4.7	22.2	10.9	33.3	28.6	45.8	36.4	33.3	33.3	
	0.6	2.4	4.2	6.1	3.6	6.7	2.4	1.2	0.6	
COLUMN TOTAL	15	18	37	30	21	24	11	6	3	165
	9.1	10.9	22.4	18.2	12.7	14.5	6.7	3.6	1.8	100.0

33 OUT OF 45 (73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.018
RAW CHI SQUARE = 83.49811 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
CRAMER'S V = 0.35569
CONTINGENCY COEFFICIENT = 0.57966
LAMBDA (ASYMMETRIC) = 0.0 WITH SCRA7778 DEPENDENT. = 0.06250 WITH INFSPOR1 DEPENDENT.
LAMBDA (SYMMETRIC) = 0.04396
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = 0.12782 WITH SCRA7778 DEPENDENT. = 0.05091 WITH INFSPOR1 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = 0.07282
KENDALL'S TAU B = 0.15242. SIGNIFICANCE = 0.0108
KENDALL'S TAU C = 0.12121. SIGNIFICANCE = 0.0108
GAMMA = 0.23974
SOMERS'S D (ASYMMETRIC) = 0.11369 WITH SCRA7778 DEPENDENT. = 0.20704 WITH INFSPOR1 DEPENDENT.
SOMERS'S D (SYMMETRIC) = 0.14677
ETA = 0.23157 WITH SCRA7778 DEPENDENT. = 0.31507 WITH INFSPOR1 DEPENDENT.
PEARSON'S R = 0.17050 SIGNIFICANCE = 0.0143

NUMBER OF MISSING OBSERVATIONS = 449

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APPENDIX E

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIGLC 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIPAU PCA FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCRPP.READING PATTERNS

GROUP 1: Top 80-81 Reading Comprehension Students (Stanines 7,8 and 9)

GROUP 2: Bottom 80-81 Reading Comprehension Students (Stanines 1 and 2)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PINCE SPRING 1980 CTBS READING COMP. NCE SCORE												
GROUP 1	136	32.1912	12.849	1.101								
GROUP 2	110	66.7636	13.168	1.256	1.05	0.781	-20.71	244	0.000	-20.70	230.91	0.000
PINCE SPRING 1981 CTBS READING COMP. NCE SCORE												
GROUP 1	298	39.9309	8.973	0.409								
GROUP 2	391	74.6292	6.835	0.346	1.68	0.497	-109.67	667	0.000	-110.55	565.06	0.000
PINCE SPRING 1980 CTBS READING VOC. NCE SCORE												
GROUP 1	136	35.7206	13.234	1.143								
GROUP 2	110	68.6455	14.412	1.374	1.17	0.389	-18.57	244	0.000	-18.42	229.07	0.000
TINCE SPRING 1981 CTBS READING COMP. NCE SCORE												
GROUP 1	210	29.6810	13.975	0.964								
GROUP 2	189	72.0106	15.910	1.140	1.23	0.199	-28.53	393	0.000	-28.34	373.29	0.000
TGRADF GRADE DURING 1980-81 SCHOOL YEAR												
GROUP 1	298	7.5893	1.278	0.079								
GROUP 2	391	2.6113	1.479	0.075	1.34	0.012	8.68	667	0.000	8.99	601.74	0.000
GRADE GRADE DURING 1981-82 SCHOOL YEAR--NOT 12												
GROUP 1	298	9.9919	1.438	0.090								
GROUP 2	391	3.6036	1.498	0.076	1.07	0.542	7.11	667	0.000	7.16	563.56	0.000
AGE12SP1 STUDENT'S AGE AS OF DECEMBER 1, 1981												
GROUP 1	298	10.6421	1.497	0.091								
GROUP 2	391	9.3361	1.506	0.076	1.02	0.971	11.29	667	0.000	11.36	582.64	0.000
SEX 1=MALE 2=FEMALE -999=MISSING DATA												
GROUP 1	298	1.3490	0.479	0.028								
GROUP 2	391	1.5166	0.500	0.025	1.10	0.417	49.27	667	0.000	-4.38	663.86	0.000
RACEN 1=WHT.&MED. 2=BLK 3=ASIAN 4=HISP												
GROUP 1	298	2.9060	0.659	0.041								
GROUP 2	391	2.7136	0.616	0.031	1.15	0.224	3.81	667	0.000	3.79	523.63	0.000
LUNCHES 0=FREE 1=PAID 2=RED.PRICE 3=NONPART 4=NO												
GROUP 1	240	1.0917	0.377	0.024								
GROUP 2	335	1.4418	0.771	0.042	4.19	0.0	-6.50	573	0.000	-7.20	514.12	0.000
BIRPLACE 0 IN PHILA?--1=CLEV 2=CUTA 3=CH 4=US SPOT												
GROUP 1	291	1.9621	1.129	0.071								
GROUP 2	336	1.3378	0.880	0.049	1.65	0.000	1.74	625	0.073	1.71	444.92	0.078
METAUDB METRO.ADVNC READINESS AUDITORY DISC.RAW S												
GROUP 1	129	19.4892	9.653	0.488								
GROUP 2	263	22.8973	6.611	0.418	1.37	0.040	-12.73	488	0.000	-13.38	321.20	0.000
METAUDS METRO.ADVNC.READINESS AUDITORY DISC.STAN9												
GROUP 1	139	3.9058	1.179	0.160								
GROUP 2	263	6.0494	1.858	0.115	2.49	0.000	-12.34	399	0.000	-14.09	389.16	0.000
METVISB METRO.ADVNC.READINESS VISUAL DISCRIM.RAW SC												
GROUP 1	138	14.2899	5.427	0.462								
GROUP 2	265	19.7019	5.199	0.319	1.11	0.489	-9.82	401	0.000	-9.66	269.74	0.000
METVISS METRO.ADVNC.READINESS VISUAL DISCRIM.STAN9												
GROUP 1	136	4.2426	1.728	0.148								
GROUP 2	264	6.1439	2.001	0.123	1.34	0.007	-9.42	398	0.000	-9.27	389.97	0.000
METLANGB METRO.ADVNC.READINESS LANGUAGE RAW SCORE												
GROUP 1	139	10.8561	4.676	0.397								
GROUP 2	265	15.0529	5.098	0.313	1.31	0.001	-9.10	402	0.000	-9.54	396.09	0.000

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APPENDIX E (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NEEDS 80-81 READING
COMPREHENSIVE SCORE STUDENT SAMPLE--PREP.BY ZAPIRAU PLN FLEMING
FILE ELEMSAPP (CREATION DATE = 01/29/81) ELEM.LONGITUDINAL STUDY OF DISCHEP.PEACING PATTERNS

T - T E S T

GROUP 1: Top 80-81 Reading Comprehension students (Stanines 7,8 and 9)
GROUP 2: Bottom 80-81 Reading Comprehension Students (Stanines 1 and 2)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	T VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SHIP8081 80-81 SCHOLARSHIP GRADE												
GROUP 1	226	1.3805	0.888	0.059	1.20	0.081	-19.19	578	0.000	-19.84	519.86	0.000
GROUP 2	354	2.9322	0.988	0.052								
SHIP7980 79-80 SCHOLARSHIP GRADE												
GROUP 1	211	1.6682	0.771	0.053	1.83	0.000	-14.84	546	0.000	-15.94	531.32	0.000
GROUP 2	337	2.9080	1.044	0.057								
SHIP7879 78-79 SCHOLARSHIP GRADE												
GROUP 1	182	1.6374	0.929	0.069	1.32	0.094	-13.02	394	0.000	-13.17	393.79	0.000
GROUP 2	214	2.9579	1.067	0.073								
SHIP7778 77-78 SCHOLARSHIP GRADE												
GROUP 1	147	1.7551	0.896	0.074	1.56	0.007	-9.17	293	0.000	-9.18	280.37	0.000
GROUP 2	148	2.8378	1.119	0.092								
SHIP7677 76-77 SCHOLARSHIP GRADE												
GROUP 1	119	1.7478	0.897	0.082	1.30	0.101	-8.77	211	0.000	-8.66	191.77	0.000
GROUP 2	98	2.9184	1.052	0.106								
SHIP7576 75-76 SCHOLARSHIP GRADE												
GROUP 1	78	1.8278	0.891	0.110	1.45	0.184	-6.52	104	0.000	-6.41	91.58	0.000
GROUP 2	68	3.0000	1.011	0.146								
SHIP7579 74-79 SCHOLARSHIP GRADE												
GROUP 1	9	1.7778	0.667	0.222	0.0	1.000	-9.59	10	0.000	-10.00	8.00	0.000
GROUP 2	3	4.0000	0.0	0.0								
HAB8081 80-81 HABITS GRADE												
GROUP 1	272	1.3235	1.184	0.076	1.01	0.949	-14.67	589	0.000	-14.06	491.97	0.000
GROUP 2	349	2.6992	1.160	0.061								
HAB7980 79-80 HABITS GRADE												
GROUP 1	214	1.5888	0.944	0.065	1.60	0.000	-11.27	547	0.000	-11.96	522.92	0.000
GROUP 2	335	2.6776	1.195	0.065								
HAB7879 78-79 HABITS GRADE												
GROUP 1	191	1.5234	1.078	0.080	1.09	0.594	-10.79	394	0.000	-10.92	387.44	0.000
GROUP 2	215	2.7256	1.125	0.077								
HAB7778 77-78 HABITS GRADE												
GROUP 1	190	1.8133	1.067	0.077	1.07	0.670	-8.68	293	0.000	-8.67	291.60	0.000
GROUP 2	105	2.7103	1.105	0.092								
HAB7677 76-77 HABITS GRADE												
GROUP 1	118	1.8475	0.979	0.090	1.23	0.279	-4.31	214	0.000	-4.26	197.49	0.000
GROUP 2	98	2.5918	1.083	0.109								
HAB7576 75-76 HABITS GRADE												
GROUP 1	62	1.7903	0.792	0.101	1.48	0.197	-5.55	104	0.000	-5.38	83.33	0.000
GROUP 2	45	2.7333	0.963	0.144								
HAB7579 74-79 HABITS GRADE												
GROUP 1	12	2.0000	0.0	0.0	0.0	1.000	-3.21	12	0.000	-1.00	1.00	0.500
GROUP 2	3	3.0000	1.414	1.000								
READ8081 80-81 READING GRADE												
GROUP 1	195	1.6154	0.794	0.057	1.91	0.002	-17.02	508	0.000	-17.05	471.29	0.000
GROUP 2	315	3.0254	0.974	0.055								
READ7980 79-80 READING GRADE												
GROUP 1	137	1.7810	0.774	0.066	1.59	0.009	-12.50	330	0.000	-13.01	324.94	0.000
GROUP 2	199	3.0100	0.973	0.070								

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LONGITUDINAL STUDY OF ELEMENTARY SCHOOL FIELD 80-81 READING
COMPREHENSION SCORE SILVENT SAMPLE--PREP.BY ZAPIRAU FOR PLOTTING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1: Top 80-81 Reading Comprehension Students (Stanines 7,8 and 9)

GROUP 2: Bottom 80-81 Reading Comprehension Students (Stanines 1 and 2)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE: T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE: T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
READ7879 78-79 READING GRADE												
GROUP 1	23	1.6087	0.722	0.151	1.81	0.144	-5.92	58	0.000	-6.34	56.02	0.000
GROUP 2	37	3.0000	0.972	0.160								
READ7778 77-78 READING GRADE												
GROUP 1	11	2.0909	0.302	0.091	20.00	0.000	-1.83	29	0.078	-2.41	22.26	0.025
GROUP 2	20	3.8500	1.348	0.302								
READ7677 76-77 READING GRADE												
GROUP 1	10	1.8000	0.899	0.221	1.73	0.428	-4.38	18	0.000	-4.38	16.80	0.000
GROUP 2	10	3.2000	0.919	0.291								
READ7976 79-76 READING GRADE												
GROUP 1	6	1.5000	0.837	0.342	1.40	1.000	-1.50	6	0.184	-1.65	2.06	0.240
GROUP 2	2	2.5000	0.707	0.500								
READ7475 74-75 READING GRADE												
GROUP 1	2	2.0000	0.0	0.0	0.0	1.000	0.0	1	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LANG8081 80-81 LANGUAGE GRADE												
GROUP 1	179	1.8827	0.848	0.060	1.10	0.489	-12.49	441	0.000	-12.62	384.78	0.000
GROUP 2	260	2.7239	0.890	0.054								
LANG7980 79-80 LANGUAGE GRADE												
GROUP 1	124	1.9435	0.736	0.066	1.69	0.003	-7.04	272	0.000	-7.26	270.67	0.000
GROUP 2	150	2.6867	0.958	0.078								
LANG7879 78-79 LANGUAGE GRADE												
GROUP 1	22	1.5909	0.959	0.204	1.57	0.282	-4.55	55	0.000	-4.79	51.73	0.000
GROUP 2	35	2.9714	1.200	0.203								
LANG7778 77-78 LANGUAGE GRADE												
GROUP 1	12	1.7500	0.754	0.218	1.72	0.359	-3.31	30	0.002	-3.55	28.09	0.001
GROUP 2	20	2.8500	0.988	0.221								
LANG7677 76-77 LANGUAGE GRADE												
GROUP 1	9	1.5556	0.726	0.242	1.93	0.364	-4.27	18	0.000	-4.42	17.77	0.000
GROUP 2	11	3.2727	1.009	0.304								
LANG7976 79-76 LANGUAGE GRADE												
GROUP 1	7	1.8571	0.378	0.143	5.60	0.063	-4.67	10	0.001	-4.18	5.83	0.009
GROUP 2	5	3.8000	0.894	0.400								
LANG7475 74-75 LANGUAGE GRADE												
GROUP 1	1	2.0000	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	1	4.0000	0.0	0.0								
SPEL8081 80-81 SPELLING GRADE												
GROUP 1	179	1.6425	1.248	0.093	1.44	0.000	-14.03	417	0.000	-13.55	326.67	0.000
GROUP 2	240	3.1667	0.975	0.063								
SPEL7980 79-80 SPELLING GRADE												
GROUP 1	127	1.9528	1.278	0.113	1.51	0.016	-9.02	278	0.000	-8.85	242.15	0.000
GROUP 2	193	3.2020	1.041	0.089								
SPEL7879 78-79 SPELLING GRADE												
GROUP 1	25	1.6400	1.221	0.244	1.44	0.333	-5.20	54	0.000	-5.10	46.60	0.000
GROUP 2	31	3.1935	1.014	0.182								
SPEL7778 77-78 SPELLING GRADE												
GROUP 1	19	2.5789	0.877	0.201	1.22	0.735	-2.03	28	0.042	-2.06	27.14	0.049
GROUP 2	17	3.4353	0.970	0.235								

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APPENDIX E (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NIGLD 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAFIRAU FOR PLEMILE
FILE ELEMSAMP (CREATION DATE = 01/29/83) ELEM.LONGITUDINAL STUDY OF DISCRIP.READING PATTERNS

GROUP 1: Top 80-81 Reading Comprehension Students (Stanines 7,8 and 9)

GROUP 2: Bottom 80-81 Reading Comprehension Students (Stanines 1 and 2)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	POOLED VARIANCE ESTIMATE: T VALUE	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE: T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SPEL7677 76-77 SPELLING GRADE												
GROUP 1	9	3.0000	0.500	0.167	9.00	0.000	-2.01	17	0.061	-2.10	11.43	0.060
GROUP 2	10	3.0000	1.414	0.447								
SPEL7976 79-76 SPELLING GRADE												
GROUP 1	9	7.8333	0.408	0.167	9.00	0.284	-4.33	6	0.005	-3.16	1.23	0.199
GROUP 2	2	3.5000	0.707	0.500								
SPEL7679 76-79 SPELLING GRADE												
GROUP 1	1	7.0000	0.0	0.0	0.0	1.000	0.0	8	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LITR8081 80-81 SORT LITERAL SUBTEST RAW SCORE												
GROUP 1	174	32.6437	7.998	0.607	1.39	0.049	-16.49	309	0.000	-16.82	307.60	0.000
GROUP 2	137	26.6788	6.791	0.577								
LITS8081 80-81 SORT LITERAL SUBTEST STANINE SCORE												
GROUP 1	174	7.9080	1.108	0.084	1.91	0.000	-24.27	309	0.000	-23.38	239.00	0.000
GROUP 2	137	6.0074	1.934	0.171								
INFR8081 80-81 SORT INFERENTIAL RAW SCORE												
GROUP 1	174	30.9770	9.293	0.651	2.29	0.000	-19.87	309	0.000	-18.97	225.01	0.000
GROUP 2	137	26.0000	7.994	0.693								
INFS8081 80-81 SORT INFERENTIAL STANINE SCORE												
GROUP 1	174	7.8276	1.130	0.086	1.52	0.009	-24.91	309	0.000	-23.91	258.97	0.000
GROUP 2	137	6.3358	1.695	0.119								
TOTR8081 80-81 SORT TOTAL RAW SCORE												
GROUP 1	174	22.2471	10.931	0.798	1.46	0.026	-20.67	309	0.000	-20.29	269.00	0.000
GROUP 2	137	49.2336	12.469	1.065								
TOTS8081 80-81 SORT TOTAL STANINE SCORE												
GROUP 1	174	7.9195	1.189	0.090	1.38	0.071	-24.11	309	0.000	-23.78	269.79	0.000
GROUP 2	137	6.4161	1.370	0.117								
LITR7980 79-80 SORT LITERAL RAW SCORE												
GROUP 1	98	19.7755	7.779	0.725	1.57	0.036	-10.49	180	0.000	-10.63	179.13	0.000
GROUP 2	84	25.9524	5.729	0.625								
LITS7980 79-80 SORT LITERAL STANINE SCORE												
GROUP 1	98	3.8714	1.048	0.106	1.92	0.002	-17.61	180	0.000	-17.18	148.34	0.000
GROUP 2	84	6.3452	1.092	0.159								
INFR7980 79-80 SORT INFERENTIAL RAW SCORE												
GROUP 1	98	14.0510	3.639	0.930	1.30	0.210	-11.37	180	0.000	-11.29	166.51	0.000
GROUP 2	84	20.2262	6.635	0.722								
INFS7980 79-80 SORT INFERENTIAL STANINE SCORE												
GROUP 1	98	3.0306	1.299	0.131	1.28	0.242	-17.69	180	0.000	-17.32	167.23	0.000
GROUP 2	84	6.1905	1.294	0.141								
TOTR7980 79-80 SORT TOTAL RAW SCORE												
GROUP 1	98	29.5816	11.759	1.189	1.55	0.041	-11.87	180	0.000	-12.07	179.20	0.000
GROUP 2	84	48.5595	9.447	1.031								
TOTS7980 79-80 SORT TOTAL STANINE SCORE												
GROUP 1	98	3.8816	1.266	0.128	1.14	0.539	-16.27	180	0.000	-16.19	171.75	0.000
GROUP 2	84	6.2381	1.390	0.167								
LITR7979												
GROUP 1	71	18.5714	9.609	1.224	1.92	0.000	-6.59	68	0.000	-6.79	29.31	0.000
GROUP 2	69	26.4058	9.048	1.134								

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APPENDIX E (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL NIELD 80-81 READING
COMPREHENSILA SCORE STUDENT SAMPLE--PREP.BY ZAPIRAU FOR FLEMING
FILE ELEMSAPP (CREATION DATE = 01/29/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

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APPENDIX E (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL MIELLO 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIRAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/25/83) ELEM.LONGITUDINAL STUDY OF DISCAPP.READING PATTERNS

GROUP 1: Top 80-81 Reading Comprehension Students (Stanines 7,8 and 9)
GROUP 2: Bottom 80-81 Reading Comprehension Students (Stanines 1 and 2)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
TOTS1e77												
GROUP 1	2	9.0000	2.828	2.000	24.00	0.078	-0.86	3	0.453	-0.86	1.06	0.530
GROUP 2	3	6.3333	0.577	0.333								
LITR6TH												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
LITS6TH												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
INFR6TH												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
INFS6TH												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
TOTR6TH												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
TOTS6TH												
GROUP 1	0	0.0	0.0	0.0	0.0	1.000	0.0	0	1.000	0.0	0.0	1.000
GROUP 2	0	0.0	0.0	0.0								
PATT80P1 PERCENT ATTENDANCE FOR 80-81												
GROUP 1	744	95.7389	10.879	0.399	1.07	0.000	-4.04	619	0.000	-3.74	412.90	0.000
GROUP 2	337	89.9396	11.032	0.601								
PATT7980 PERCENT ATTENDANCE FOR 79-80												
GROUP 1	734	97.1201	10.908	1.079	1.43	0.003	-1.95	595	0.050	-1.83	434.22	0.068
GROUP 2	363	89.4905	13.819	0.725								
PATT7879 PERCENT ATTENDANCE FOR 78-79												
GROUP 1	710	94.4980	10.712	1.193	1.12	0.379	-1.46	595	0.144	-1.45	433.81	0.146
GROUP 2	247	86.6713	15.759	1.003								
PATT7778 PERCENT ATTENDANCE FOR 77-78												
GROUP 1	199	95.3705	15.898	1.196	1.28	0.224	-0.15	354	0.882	-0.15	338.48	0.883
GROUP 2	167	86.0333	17.418	1.348								
PATT7677 PERCENT ATTENDANCE FOR 76-77												
GROUP 1	198	89.9817	15.189	1.239	1.03	0.876	-1.07	298	0.284	-1.08	236.96	0.283
GROUP 2	113	87.9937	16.946	1.429								
PATT7576 PERCENT ATTENDANCE FOR 75-76												
GROUP 1	93	94.1935	17.345	1.803	1.29	0.336	-1.07	182	0.288	-1.11	114.36	0.271
GROUP 2	91	87.2989	19.391	2.150								
PATT7479 PERCENT ATTENDANCE FOR 74-75												
GROUP 1	29	89.7207	14.178	2.634	15.68	0.392	-0.50	29	0.625	-1.34	4.83	0.239
GROUP 2	2	98.7821	3.559	2.516								
PROBJ61 % OF READING OBJECTIVES MASTERED GRADE 1												
GROUP 1	124	5.9593	1.922	0.173	1.15	0.340	-7.81	410	0.000	-7.68	219.09	0.000
GROUP 2	290	7.4920	1.791	0.106								
PROBJ62 % OF READING OBJECTIVES MASTERED GRADE 2												
GROUP 1	123	12.2098	7.739	0.671	1.71	0.000	-1.81	419	0.071	-1.64	209.99	0.102
GROUP 2	298	13.6007	9.914	0.340								

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APPENDIX E (continued)

LONGITUDINAL STUDY OF ELEMENTARY SCHOOL SKILLS 80-81 READING
COMPREHENSION SCORE STUDENT SAMPLE--PREP.BY ZAPIRAU FOR FLEMING
FILE ELEMSAMP (CREATION DATE = 01/29/83) ELEM.LONGITUDINAL STUDY OF DISCREP.READING PATTERNS

GROUP 1: Top 80-81 Reading Comprehension Students (Staninee 7,8 and 9)
GROUP 2: Bottom 80-81 Reading Comprehension Students (Staninee 1 and 2)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	POOLED VARIANCE ESTIMATE t VALUE	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	POOLED VARIANCE ESTIMATE t VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE t VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
PROBJ63 # OF READING OBJECTIVES MASTERED GRADE 3												
GROUP 1	126	9.3556	1.054	0.169	1.63	0.002	-11.54	335	0.000	-10.96	219.68	0.000
GROUP 2	211	7.6906	1.490	0.103								
PROBJ64 # OF READING OBJECTIVES MASTERED GRADE 4												
GROUP 1	177	21.8979	19.719	1.349	1.39	0.031	1.76	396	0.079	1.70	296.34	0.090
GROUP 2	211	19.1319	13.319	0.917								
PROBJ65 # OF READING OBJECTIVES MASTERED GRADE 5												
GROUP 1	117	18.2742	9.769	0.543	3.86	0.000	-10.66	234	0.000	-10.41	197.68	0.000
GROUP 2	125	23.0000	4.816	0.339								
PROBJ66 # OF READING OBJECTIVES MASTERED GRADE 6												
GROUP 1	129	21.2868	15.709	1.271	1.21	0.283	1.99	267	0.048	1.99	244.33	0.048
GROUP 2	139	17.9629	12.990	1.110								

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